CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS / ASSOCIATION CANADIENNE DES PROFESSEURES ET PROFESSEURS D'UNIVERSITÉ

CAUT / ACPPU

# BULLETIN

Insert - status of women supplement
Encart - supplément du statut de la femme

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# Academics confront MPs on SSHRCC/Canada Council merger

Tim Stutt

The federal government should drop its plan to merge the Social Sciences and Humanities Research Council with the Canada Council. And if it cannot find the courage to admit a mistake, it should at least amend the legislation to make the merger more acceptable to SSHRCC's clients.

That is the message CAUT and other members of the academic community delivered to members of a House of Commons committee reviewing Bill C-93 on Feb. 23.

"I need to make it quite clear that we are strongly opposed to the proposed merger, not only on the grounds that there was no consultation with the (academic) community before the proposal was made, but also because we can see no foreseeable improvement either in the delivery of services or in the urgent need for improved funding for research generally across Canada," said CAUT President Alan Andrews.

Professor Andrews was joined in presenting the objections of university teachers and librarians to the MPs by Michel Campbell, President of the Fédération québécoise des professeures et professeurs d'université (FQPPU).

"The consequences of Bill C-93 go far beyond anything budgetary," said Professor Campbell. "The transfer of the SSHRC to the Canada Council will entail considerable loss of visibility and independence for the social sciences and humanities sector, which is still the youngest and least developed of all fields of funded research. Moreover, this transfer isolates it and marginalizes it as compared to the other sectors of scientific development."

The choir of opposition to the SSHRCC/Canada Council merger also included representatives of the Association of Universities and Colleges of Canada, the Social Science Federation of Canada, the Canadian Federation for the Humanities, the Canadian Conference of the Arts, the International Council for Canadian Studies and the Committee of Social Science Researchers at the University of Montreal.

By comparison, government attempts to defend the merger as proscribed in Part III of Bill C-93 were feeble.

When asked during the committee hearings how much money will be saved by the merger over the next five years Treasury Board official Douglas Patriquin responded $1.5 million. He added, however, that this is a "very rough estimate" because "not all savings have been fully quantified — and that really essentially won't be known until the organizations are merged."

Information gained by the Canadian Federation for the Humanities under the Access to Information Act indicates that the SSHRCC/Canada Council merger will create a saving of only 10 person years.

Yet despite the weakness of the government's arguments and indications that government members of the committee were willing to consider amendments, Part III of Bill C-93 passed second reading and clause-by-clause review with only one amendment being made.

The next opportunity to amend Bill C-93 will be at the report stage and third reading. During this stage opposition MPs will propose amendments to the bill based on those already suggested by CAUT and other interested parties. Then the bill will go to the Senate for further review.

In preparation for this, CAUT and the other groups have lobbied government and opposition MPs both in Ottawa and at the constituency level to pave the way for acceptance of these amendments. CAUT local and provincial members have been very active in this process.

Such pressure is important because there have been hints the government may prove to be more accepting of amendments at third reading in order to avoid confrontation and delay in the Senate.

Should these tactics prove unsuccessful, CAUT and the other interested groups are prepared to continue the battle in the Senate. CAUT has already requested a hearing before the Senate Committee on National Finances should it decide to hold public hearings on Bill C-93. Senators are also being informed of the academic community's objections to the SSHRCC/Canada Council merger.

# Les universitaires s'opposent aux députés à propos de la fusion du CRSHC avec le Conseil des arts

Tim Stutt

Le gouvernement fédéral devrait abandonner son projet de fusion du Conseil de recherches en sciences humaines du Canada avec le Conseil des arts. S'il ne peut trouver le courage de reconnaître une erreur, il devrait au moins modifier la législation afin de rendre cette fusion plus acceptable à la clientèle du CRSHC.

C'est là le message que l'ACPPU et d'autres membres de la collectivité universitaire ont livré, le 23 février dernier, aux membres d'une commission parlementaire de la Chambre des communes qui étudiait le projet de loi C-93.

«Il doit être tout à fait clair que nous nous opposons énergiquement à la fusion proposée, non seulement parce qu'il n'y a eu aucune consultation avec la collectivité universitaire avant le dépôt de la proposition, mais également parce que nous ne voyons aucune amélioration prévisible ni dans les services offerts ou la nécessité urgente d'améliorer le financement de la recherche en général au Canada», selon le président de l'ACPPU, M. Alan Andrews.

C'est accompagné du professeur Michel Campbell, président de la Fédération québécoise des professeures et professeurs d'université (FQPPU) que le professeur Andrews a présenté les objections des corps professoraux et des bibliothécaires d'université aux députés.

«Les conséquences du projet de loi C-93 vont bien au-delà de tout aspect budgétaire, selon le professeur Campbell. Le passage du CRSHC au Conseil des arts entraînera une perte considérable de visibilité et d'indépendance pour le secteurs des sciences sociales et humaines, qui est encore le plus jeune de tous les domaines de recherche financés et le moins développé. De plus, ce transfert l'isole et le marginalise en comparaison des autres secteurs de développement scientifique.»

Le choeur des opposants à la fusion du CRSHC et du Conseil des arts comprenait également des représentants de l'Association des universités et collèges du Canada, de la Fédération des sciences sociales du Canada, de la Fédération canadienne des études humaines, de la Conférence canadienne des arts, du Conseil international des études canadiennes et du Comité de la recherche en sciences sociales de l'Université de Montréal.

En comparaison, les tentatives du gouvernement pour défendre la fusion selon les prescriptions contenues dans la Partie III du projet de loi C-93 ont été faibles.

Lorsqu'on lui a demandé qu'elle serait l'ampleur des économies réalisées du fait de la fusion au cours des cinq prochaines années, le représentant du Conseil du trésor, M. Douglas Patriquin a

suite à la page 5

## ACPU becomes ACPPU
## CAUT changes French version of name

At its meeting in late January, the CAUT Council passed a resolution to amend the French version of the association's name. Henceforth, CAUT's name in French will be Association canadienne des professeures et professeurs d'université (ACPPU). The change in name was adopted in order to reflect gender inclusivity. It has received approval from the Minister of Consumer and Corporate Affairs following the filing of supplementary letters patent.

## L'ACPU devient l'ACPPU
## Modification de la raison sociale française de l'Association

Lors de sa dernière assemblée, fin janvier, le Conseil de l'ACPU a adopté une résolution en vue de modifier la raison sociale française de l'Association. Désormais, cette raison sociale sera : Association des professeures et professeurs d'université (ACPPU). La modification a été adoptée afin d'éviter la discrimination sexuelle. Elle a été approuvée par le ministre, Consommation et Corporations Canada, à la suite du dépôt de lettres patentes supplémentaires.

Vertical cuts page 3

Adjusting standards page 9

Nouvelles du Québec page 12

# LETTERS/COURRIER

## 'Jaundice' colours review

In her review of *Uncivil Obedience* by Alan Borovoy (CAUT Bookshelf, October), Marion Perrin admits that she approaches the book with "jaundice." Her approach, apparently, also includes faulty assumptions and careless lapses of logic.

Perrin faults Borovoy for being pro-democracy; she seems not to understand that his book is a how-to manual on the machinery of democracy. In addition, she confuses *Uncivil Obedience* with a history of the Canadian Civil Liberties Association (CCLA), which the book is not. Further, Perrin's review characterizes Borovoy's book as an inferior rehashing of what has already been articulated by Saul Alinsky. In fact, CCLA tactics have always had to be different from those of Alinsky, because CCLA has always operated on a shoestring, whereas Alinsky had hundreds of thousands of dollars at his disposal. By contrast, Borovoy's tactics are for low-budget operations.

Perrin assumes that only "women's issues" are important to women. She claims that the minimal role of women in Borovoy's work is demonstrated by the paucity of women's fights (spouse-in-the-house, child care, and abortion) among the issues he discusses. In reality, of course, many women have felt that "their" issues were being addressed when the CCLA fought police brutality, racial discrimination in housing and employment, capital punishment, Christian indoctrination in public schools, involuntary mental commitment, freedom of speech violations, and injustices to immigrants — all issues dealt with in *Uncivil Obedience*.

Many statements in the review demonstrate the effect of Perrin's "jaundice" on her logic. In one example, Perrin does some clumsy question-begging on the subject of pornography, in her description of Borovoy's "mobilization of the Toronto Library system to kill an anti-pornography bill." Perrin equates the depiction of violence with the actuality of violence, as if all opponents of censorship automatically approved of the victimization of women and children. Does Perrin believe that all those librarians Borovoy "mobilized" were supporters of violence — or even supporters of pornography?

The most objectionable thing about Perrin's review is that, by implication, she absolutizes her own definition of feminism. Surely individuals may disagree, and both still be feminists. Alan Borovoy is a feminist, although Marion Perrin disagrees with him. Does Perrin's feminism allow her also to be a civil libertarian?

**Dawn E. Cannon**
**Hartington, Ont.**

## Part-time discrimination?

I strongly endorse Joan Sherwood's arguments in her commentary on the situation of part-time faculty (January 1993). Part-time teachers are hired specifically to teach, and many of us teach both more and better than full-time faculty. Our low status and low pay reflect the devaluation of teaching itself within the university. Therefore one might hope that if there is a renewed emphasis on the importance of teaching in Canadian universities, then perhaps "part-timers" and those in similar positions will see their status enhanced and their situation improved.

Not only are part-timers often passed over for tenure-track positions for which they are amply qualified, but they are sometimes passed over in favour of scholars hired from outside of Canada, in seeming contradiction to the sentence attached to every job notice that "in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents."

As Joan Sherwood indicates, part-timers are subject to discrimination of several different kinds, including gender and age and the stigma attached to the part-time status itself. But the issue of possible discrimination in favour of candidates from other countries, especially the United States, ought to concern many others besides part-time faculty.

**Martha J. Saunders**
**Vice-President Internal**
**Concordia University Part-time Faculty Association**

## GST on books called parasitism

Reading the copy of Douglas Chambers' letter to Otto Jelinek that you printed in the February 1993 *Bulletin*, I was reminded that I too was victim of a GST charge on copies of my own book mailed to me from Stanford University Press in California.

What I found particularly galling is the fact that more than half the charge ($19.50 of $37.53) represented payment to a customs broker about whose services I wasn't consulted. This is parasitism of a high (well, fairly high) order. These guys almost make the free-trade treaty look good.

**Ronald C. Newton**
**History**
**Simon Fraser University**



## Prisoner of the Month

### Equatorial Guinea

Teacher Celestino Bacale was beaten and tortured while in prison in the country's capital, Malabo. He sustained severe kidney injuries and broken teeth after being arrested in December, apparently for political reasons. More than 100 people — mainly teachers and students, but also priests and members of opposition parties — were also arrested when they protested peacefully against Celestino's imprisonment.

After intense international pressure all those arrested, including Celestino, were released. However accounts by freed prisoners suggest most were severely beaten or tortured. The most seriously injured were Celestino, Arsenio Moro, who has a perforated eardrum and broken ribs, and two Catholic priests, Father Luis Maria Ondo Maye and Father Pedro Noogo.

Celestino, who taught at the Rey Malabo Institution of Education, and 11 other teachers detained have now been dismissed from their posts and banned from teaching anywhere in Equatorial Guinea. Some, like Celestino, are scheduled to stand trial.

The authorities have so far refused permission for the injured to leave the country for medical treatment despite requests for their urgent evacuation.

Since the introduction of a multi-party system in 1992, hundreds of people have been arbitrarily arrested and detained for belonging to or supporting opposition political parties. Almost all those arrested were subjected to ill-treatment or torture. The government has promised to respect human rights but its actions have contradicted these promises. Amnesty has since heard of further arrests in January this year.

Write courteous letters welcoming the releases of the detainees arrested in December but expressing concern at reports of further detentions, beatings and torture and urging that Celestino and the others mentioned above be immediately allowed to leave the country to seek appropriate medical treatment to: Su Exelencia, General de Brigada Teodoro Obian Nguema, Presidente de la Republica, Malabo, Republica de Guinea Equatorial.

*(This column is carried simultaneously by the Bulletin of the British AUT and FAUSA News, the newsletter of the Federated Australian University Staff Association. The material is supplied by Amnesty International.)*

## Comments? Questions?

Letters for publication are welcome. Maximum 300 words. Publication is at the sole discretion of CAUT. CAUT will not normally print letters about individual local grievances nor those which, in its judgment, are libellous or defamatory, are on subjects which are not within the purview of CAUT's activities, or have been sufficiently discussed by other letter writers.

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## Courrier des lecteurs

La rédaction invite les lecteurs à lui écrire. La longueur des textes est limitée à 300 mots. L'ACPPU se réserve le droit de choisir les lettres qui seront publiées. En règle générale, les lettres portant sur des griefs particuliers à l'échelle locale ne seront pas publiées ni celles que l'ACPPU estime diffamatoires ou dont le sujet dépasse le cadre des activités de l'ACPPU ou a été suffisamment débattu par d'autres correspondants.

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## The First Bombardier International Workshop

September 20-21, 1993 at École Polytechnique de Montréal

The J.-A. Bombardier Aeronautical Chair of École Polytechnique de Montréal in cooperation with the Advanced Aerodynamics section of CANADAIR is organizing a workshop on topics related to ice accretion on aircraft and boundary-layer stability/transition. Prominent guest speakers will present a state-of-the-art review of their work and discuss the orientation of future research. Representatives of CANADAIR will outline the relevance of these topics and the future needs of the aeronautical industry. Participants are encouraged to present their work during the planned poster sessions (abstracts due: April 15, 1993).

**AIRCRAFT ICING**

- Physical Processes of Ice Accretion
- Experimental Investigations
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- Aircraft Performance Degradation
- Ice Protection Systems

**BOUNDARY-LAYER STABILITY and TRANSITION**

- Boundary-Layer Separation
- Laminar/Turbulent B.L. Transition
- Numerical Stability Analysis
- Application to NLF Airfoils
- Experimental Studies

**Invited Speakers:** D. Arnal (ONERA/CERT) • M.B. Bragg (U. of Ill.) • T. Cebeci (CSU) • J. Cousteix (ONERA/CERT) • J.M. Floryan (UWO) • D. Guffond (ONERA) • R.J. Hansman Jr. (MIT) • T. Ilerbert (Ohio SU) • M. Malik (NASA Langley) • V. Nguyen (NRC) • W.O. Valarezo (McDonnell Douglas) • L.N. Sankar (GIT) • W.S. Saric (ASU) • R.W. Gent (D.R.A., UK)

**Registration fees** (Advanced/On-Site): Students (50$/50$); Poster Authors (350$/400$)*; Participants (375$/425$)*. *Includes banquet ticket and a copy of proceedings.

It is hoped that this meeting will provide an opportunity to exchange views on new developments and research priorities. Advanced registration is possible prior to **August 1, 1993.** For further information on poster submission, registration and deadlines, please contact **Dr. Ion Paraschivoiu, J.-A. Bombardier Aeronautical Chair Professor, École Polytechnique de Montréal, C.P. 6079, Succ. A, Montréal, Québec, Canada, H3C 3A7;** Tel. (514)-340-4583; FAX (514)-340-4052.

## EDITORIAL/ÉDITORIAL



Alan Andrews

# Forestry, dance phase-outs demand due process

Decisions at the Universities of Toronto and Waterloo, to phase out undergraduate programs in forestry and dance, raise disturbing issues. Of overriding concern is the question of due and fair process with respect to the way in which decisions of this kind are made. Academic reasons and constraining financial circumstances must be clearly distinguished from one another when it comes to making decisions that affect teaching and research.

Academic reviews of programs are now a common form of accountability and in some provinces, like Ontario, system-wide reviews have been established for some programs. As the CAUT Policy Statement on Assessment of Academic Courses and Programs states, such reviews "can be an appropriate way to maintain academic quality."

Program assessments should proceed in accordance with established procedural rules and criteria, which will ensure, among other things, that the process is open and fair and that it respects academic diversity and the need to protect academic freedom.

This means that faculty in the programs under assessment should have the right to propose assessors and to comment on or challenge assessors proposed by others. Assessors should represent a fair range of academic opinion within the disciplines being assessed. Members of the unit under assessment should be given ample opportunity to comment and to make suhmissions to the committee while the assessment is in progress, and should be able to comment on both the draft and the final report of the committee. No one should have privileged access to the assessors.

A possible consequence of an academic assessment is that changes, reductions, or even program closure, may be recommended. The CAUT Policy Statement on Program Redundancy addresses the most extreme of these possibilities. Program redundancy is defined as "a decision to terminate a program or faculty or department *for reasons other than financial exigency*" (emphasis added). The claim of academic redundancy must not be put forward if the real issue is financial constraint or exigency. In those circumstances different procedures should apply.

The only circumstances in which CAUT recognizes the legitimacy of laying off any academic staff is financial or budgetary. This matter is addressed in the CAUT Policy Statement on Reductions in Academic Appointments for Budgetary Reasons. The opening sentence of this Policy states: "The first duty of the university is to ensure that its academic priorities remain paramount, particularly with regard to the quality of instruction and research, and the preservation of academic freedom."

In other words, it is not acceptable for universities to continue to spend funds in non-academic areas while attempting to withdraw funds from the academic programs to which they have committed themselves by mounting and staffing those programs.

If the budget is constrained, or a situation of financial exigency is alleged to exist or be in prospect, CAUT believes sensible procedures need to be followed, in the interests of the university as a whole. Such procedures should be properly negotiated between the faculty association and the university and be binding.

Adequate notice of the intention to declare a state of budgetary constraint or exigency needs to be provided. The claim of exigency needs to be verified by an independent fact-finding body which should be required to show that the claim is made in good faith and is fully supported by all the available evidence, including fully disclosed financial accounts and budget documents.

As CAUT informed the administration at both Toronto and Waterloo, the reason for insisting on such procedures stems from our general concern for fairness and reasonableness. The importance of this soon becomes clear when decisions are financially driven, as they were at both institutions. Given, say, a funding decision by government that fails to meet the university's expectations, the temptation to pick on a particular program for sacrifice and then shelter that decision behind a claim of democratic process simply because a tyrannical majority have voted for it may prove irresistible, as it did in these two cases. The oxen of the majority were not being gored.

It is not at all inconceivable that the funds liberated by these decisions will eventually miraculously reappear in other areas of the universities' budgets. Indeed, it seems that, at both universities, they may have already been reallocated in part. Arguments that this was a desirable effect were in fact advanced at Toronto and at Waterloo.

Coincidentally, both programs were significant from the point of view of women. More than 40 per eent of the Toronto forestry undergraduates, a much larger proportion than in any other program, are female. Women students also predominate in dance programs, as in the fine and performing arts disciplines in general. This no doubt contributed to their vulnerability in both instances. Meanwhile, the strong, as usual, moved systemically against the weak.

The longstanding, and now well accepted, principle that universities need to have fair and reasonable procedures to deal with critieal decisions does not only apply to decisions about the employment status of academic staff. As the events at Toronto and Waterloo show it is just as important to have fair and reasonable procedures when it comes to decisions that affect the environment in which academic staff members, and their students, teach, learn, and carry on research. After all, their careers are at stake.

# Importance des procédures lors des suppressions de programmes

Les décisions prises aux universités de Toronto et de Waterloo, de supprimer progressivement les programmes du premier cycle en Foresterie et en Danse respectivement soulèvent des questions inquiétantes. La première question et la plus préoccupante est celle de l'application régulière des procédures dans la démarche suivie pour aboutir à ces décisions. Il faut distinguer clairement entre les motifs proprement universitaires et les circonstances financières contraignantes et ne pas les confondre lorsque vient le temps de prendre les décisions qui touchent l'enseignement et la recherche.

Les évaluations des programmes universitaires sont désormais un moyen assez fréquent de demander des comptes et, dans certaines provinces, comme l'Ontario, des évaluations à l'échelle du système ont été instaurées dans certains programmes. Comme le précise l'Énoncé de principes de l'ACPPU sur l'évaluation des cours et des programmes universitaires une telle évaluation «peut être un bon moyen de maintenir la qualité.»

L'évaluation des programmes doit se dérouler conformément aux règles de procédure et aux critères établis, ce qui permet de s'assurer entre autre choses, que la démarche est publique et juste et qu'elle respecte la diversité universitaire et la nécessité de protéger la liberté universitaire.

Cela signifie que les membres du corps professoral attachés aux programmes sous évaluation devraient avoir le droit de proposer des personnes à charger de l'évaluation, et de répondre, ou de rejeter les personnes proposées par d'autres. Les personnes chargées de l'évaluation devraient représenter un éventail équitable d'opinions universitaires au sein des disciplines à évaluer. Les membres du groupe à évaluer devraient avoir toute latitude pour soumettre des opinions et des observations au comité tandis que l'évaluation se poursuit, et devraient avoir droit de regard et de commentaires sur le projet et le rapport final du comité. Personne ne devrait avoir un accès privilégié auprès des personnes chargées de l'évaluation.

L'une des conséquences possibles d'une évaluation universitaire peut être de recommander des changements, des réduction ou même des fermetures de programmes. L'Énoncé de principes de l'ACPPU sur l'excédent d'enseignement traite des cas les plus extrêmes parmi ces possibilités. «L'excédent d'enseignement s'entend d'une décision de mettre fin à un programme, à une faculté ou à un département pour des raisons autres que la nécessité financière» (nous soulignons). Il ne faut pas prétendre que l'excédent existe si le motif réel est celui de contraintes ou de nécessité financières. Dans ces cas, des procédures différentes devraient être employées.

Les seules circonstances dans lesquelles l'ACPPU reconnaît la légitimité de la mise à pied d'un membre du corps professoral est d'ordre financier ou budgétaire. Cette question est traitée dans l'Énoncé de principes de l'ACPPU sur les réductions du nombre de postes de professeurs pour des raisons d'ordre budgétaire. La première phrase de cet énoncé précise : «Le premier devoir de l'université, c'est de veiller à ce que ses priorités d'enseignement demeurent primordiales, surtout en ce qui concerne la qualité de son enseignement et de sa recherche et la préservation de la liberté universitaire.» En d'autres termes, il n'est pas acceptable que les universités continuent à dépenser des fonds dans des domaines non universitaires tout en cherchant à retirer des fonds de programmes universitaires auxquels ils ont été affectés par elles en organisant ces programmes et en y affectant du personnel.

Si le budget subit des compressions, ou qu'une situation de nécessité financière existe présumément ou est attendue, l'ACPPU estime qu'il faut suivre des méthodes judicieuses, dans l'intérêt de l'université toute entière. Ces méthodes devraient faire l'objet de négociations dûment menées entre l'association des professeurs et l'université, et être exécutoires.

L'intention de déclarer un état de compressions budgétaires ou d'urgence financière doit être annoncée avec suffisamment de préavis. La déclaration de l'urgence doit être vérifiée par une commission d'enquête indépendante, qui devrait être tenue de démontrer que la déclaration est faite de bonne foi et pleinement appuyée par des preuves irréfutables, y compris des états financiers et des documents budgétaire entièrement publics.

Comme l'ACPPU en a informé les autorités administratives tant à l'université de Toronto qu'à Waterloo, nous insistons sur de telles procédures par crainte en général quant à l'équité et à la nature raisonnable des décisions. L'importance de ces considération se révèle très clairement lorsque les décisions sont motivées par des raisons financières, comme c'était le cas dans les deux établissements en question. Si, par exemple une décision de financement de la part du gouvernement ne répond pas aux attentes de l'université, celle-ci peut être tentée irrésistiblement de choisir un programme particulier à sacrifier, puis de voiler cette décision en se réclamant du processus démocratique simplement parce qu'une majorité tyrannique a voté en faveur de la motion, comme cela s'est produit dans les cas qui nous occupent.

Il n'est pas du tout inconcevable que les *fonds libérés par ces décisions* réapparaissent miraculeusement à un moment donné dans d'autres postes des budgets universitaires. En fait, il semble que, dans les deux universités en question, les fonds aient vraisemblablement déjà été réaffectés en partie. Des arguments voulant que c'était là un effet souhaitable ont d'ailleurs été avancés à ce titre dans les deux établissements.

Par une coïncidence, les deux programmes avaient une importance marquante du point de vue des femmes. Plus de 40 p. cent des étudiants du premier cycle de la faculté de Foresterie à l'université de Toronto, une proportion bien plus importante que dans tout autre programme, sont des femmes. Les étudiantes prédominent aussi dans des programmes de danse, comme dans les beaux-arts et les arts d'interprétation en général. Ce fait a sans doute contribué à leur vulnérabilité dans les deux cas. Entre temps, la raison des plus forts a été la meilleure, comme d'habitude, contre les faibles.

Le principe établi de longue date et désormais bien reçu que les universités doivent avoir des procédures équitables et raisonnables pour traiter des décisions critiques ne concernent pas seulement les décisions touchant aux conditions d'emploi du corps professoral. Comme les événements à Toronto et à Waterloo le soulignent, il est tout aussi important d'avoir des procédures justes et raisonnables lorsque vient le temps de prendre des décisions qui touchent le milieu dans lequel le corps professoral des universités enseigne, et ses étudiants apprennent et mènent leurs recherches. Après tout, ce sont leurs carrières qui sont en jeu.

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## COLLECTIVE BARGAINING AND ECONOMIC BENEFITS



Rick McGaw

# Funding restraints aggravate workload woes

Due to the age distribution of faculty we are now experiencing the beginning of a large number of retirements. Many people looked forward to this era in universities as an opportunity to bring substantial renewal and change. However it does not appear now to be the opportunity they had anticipated.

Governments across the country have been severely restraining funding of universities and the short term response to this has been to reduce hiring. This has added pressure to workloads which have already been increasing steadily for the past 15 years. This, in turn, will make university employment less attractive.

Governments are notoriously unwilling to bear the political costs of their decisions and this is particularly true concerning universities. They have not only been restricting grant increases but have been pressuring universities to keep tuition down. In the past 10 years we have been under continuous and worsening financial restraint, yet there has been an increasing demand by the public for admission to university.

While governments have been increasing their support per client in health care and other education seetors they have been reducing it in universities. Consequently, we have been expected to increase our workload quite dramatically to compensate for the failure of government to support post-secondary education.

A workload paper produced by the Cooperative shows that the student-faculty ratio increased more than 20 per cent in the decade from 1977-78 to 1987-88. Since then, information from Statistics Canada shows a further increase to 1992-93 of another 15 per cent. As a result the average Canadian faculty member is now teaching 35 per cent more students than 15 years ago. It is doubtful that there are other parts of the public or private service sector that have experienced this increase in output per employee.

Research productivity information is much harder to obtain. A broad investigation into workload at the University of New Brunswick found that during the 1980's there was nearly a 60 per cent increase in the percentage of faculty publishing, the publications per faculty increased by 65 per cent, and there was a threefold increase in grants and contracts. This was achieved with an eight per cent increase in faculty. This experience is likely to be typical across the country.

The increased pressure on resources over the last decade has made workloads an issue in many universities. For example, Trent and UNB concluded collective agreements in 1988 that established joint committees to review the workload issue at their universities. Others that are negotiating have workload issues on the table. In addition, the Minister of Higher Education and Science of Quebec released a study of workloads in Quebec universities.

Workload continues to be a difficult problem to resolve. CAUT has no workload policy statement, however the AAUP has one that may be instructive. For example, it calls for teaching loads of six hours per week for universities with graduate programs and research expectations. It also points out common sources of inequity in teaching load assignments: the number of different course preparations, new or substantially revised courses, extreme differences in scope and difficulty of courses, and class size.

An examination of workload provisions in our collective agreements reveals several patterns and explains why a comprehensive policy statement on workload would be difficult to achieve. Nearly all collective agreements define workload as a combination of teaching, research, and service, of which only the teaching component is assigned.

There are two models of teaching load assignment in Canadian universities. Some collective agreements speeify that workloads are assigned on the basis of past practice, perhaps with reference to a specific year. Others rely on specifying particular teaching load assignments such as a number of contact hours or credit hours.

Many agreements speeify that a variety of factors, such as class size, the faculty member's research commitments, or amount of graduate supervision are to be considered in the assignment of individual teaching loads. The extent to whieh these provisions are effective is not known.

There is substantial variation in the treatment of other teaching activities, such as laboratory or music instruetion. Some merely state they must be considered while others have fully specified weights. For example, Acadia specifies that one hour of music studio or laboratory is equivalent to one-half hour of class time. Other issues, such as overload or reduced loads, are treated in a variety of ways.

The general experience thus far on negotiating improved workload provisions has not been satisfactory. And it is not likely the factors which have been putting increasing pressure on our workloads are going to decrease.

Consequently, we will have to continue to make our case strongly to governments for adequate funding because without it there will he little relief found in negotiations alone. As with so many other concerns, the solution can only be approached through efforts directed internally in bargaining in combination with effective lobbying of the government and the public.

*(Rick McGaw is Chair of the CAUT Collective Bargaining Cooperative.)*

# New industrial relations regime for Australian faculty

As a result of a national wage case decision of the Australian Industrial Relations Commission, Australian faculty unions are moving toward a system of "enterprise bargaining." This will require, for the first time in Australia, comprehensive negotiations over faculty terms and conditions of employment at each university. Currently, most terms and conditions of employment are determined through arbitration at the national level.

To prepare for the change, the Federated Australian University Staff Association (FAUSA) sponsored a senior negotiator's conference in February. FAUSA, who modeled their conference after the training programs of CAUT's Collective Bargaining Conferences, invited Maureen Kilgour, a CAUT Collective Bargaining Co-operative professional officer, to assist in the training of FAUSA delegates.

Ms. Kilgour also presented a session on how the Canadian system of collective bargaining can be used to achieve equity objectives, and how FAUSA could work to ensure equity in enterprise bargaining.

Conference delegates expressed concern about the lack of similarity between the Canadian and Australian collective bargaining systems, most notably provisions such as dues eheck-off, representation as the sole bargaining agent for a group of workers, the duty of employers and unions to bargain in good faith, and the right to strike for most faculty unions in Canada.

The conference, attended by representatives of all of Australia's university faculty unions, addressed a number of other issues, including the legal requirement to have all enterprise agreements eonform to the federal "Structural Efficient Principle," which is supposed to make the Australian economy more efficient and "competitive."

Following the training component of the conference a plenary session was held to develop a national strategy for ensuring that enterprise agreements maintain as far as possible the national standards and terms and conditions that Australian university faeulty members currently enjoy.

FAUSA has recently reported to CAUT that the Canadian participation was regarded as the highlight of the conference, and that learning about what faeulty associations in Canada have been able to achieve through the Canadian version of "enterprise bargaining" was insightful and encouraging.

# Canadian military colleges — the retrogressive era



Warren Wolfe

The three Canadian military colleges at Kingston, St. Jean and Victoria are the products of a unique recipe in the Canadian academic community. Exceptional as federal post-secondary institutes, they are nevertheless ehartered provincially to award undergraduate and graduate degrees.

With a student body selected from across Canada and placed in a highly structured, homogenous program of academic, language, physical and military training, the colleges have a predominantly military administration which rotates on a 2-3 year posting cyele and a primarily permanent civilian faculty.

Added to this curious mixture is a requirement for academically accredited programs which are yet attractive and applicahle to the rather esoteric military community. Finally, the eoneoction has been formed into a square peg which is then forced into a round public serviee hole.

Since May 1991 an added ingredient has been the CMC Faculty Association which is certified as the bargaining agent for the University Teachers group of about 250 faculty members at three campuses separated by thousands of kilometres.

Right after the union gave notice to begin bargaining towards a first collective agreement, it faced the Public Sector Compensation Act which prohibited any negotiations which dealt with compensation or the administration of compensation. Arguably a hastily devised and Draconian piece of legislation, the Act did not antieipate the unique circumstanee of the UT group which has consequently been denied the right to negotiate a full first collective agreement.

Sitting across the table from a management team consisting of Treasury Board, the Department of National Defence and three college principals, the Association has established unenviable standards for frequeney and futility of negotiations. The parties met three times for a total of 5 days during a seven month period and, in September 1992, progressed to a six month hiatus while the Treasury Board did a U-turn and argued that it no longer had an obligation to bargain. Only an appeal by the Association for intervention by the Public Service Staff Relations Board has apparently broken the impasse with a promised resumption of the shaky negotiations in late April.

Even with negotiations restricted to non-compensative items, the Association has been bewildered by the retrogression of college management and has spent much of the rare negotiation time arguing the necessity and value of nationally embraeed pillars for a university environment. Acclaimed by the Canadian government as universal principles to be adopted by developing nations, coneepts such as academie freedom, copyright and patent rights and protection from harassment are unaeeeptable to that same government as a university administrator.

Now close to the second anniversary of its certification, the Association has been unable to move Treasury Board to sign even a separate agreement which would enable cheek-off of dues. While other universities search to become progressive, post-IBM-era institutes, the CMC Faculty Association finds itself raeing to avoid the plodding tread of dinosaurs and patiently watching the falling meteorites.

*(Warren Wolfe is a member of the CMC faculty association negotiating team and a faculty member at Royal Roads Military College)*

**— This page has been supplied by the CAUT Collective Bargaining Cooperative —**

# "Mr. Senate" honoured

**Ken Faris**

About 160 relatives, friends and colleagues of Dr. Richard "Dick" Powers (Political Science) filled the sanctuary of the Interfaith Chapel on March 3 for a memorial service honouring the man who helped shape the University over the past 27 years. Powers died of cancer on Feb. 28 at the age of 61.

Several people who knew Powers well spoke warmly at the ceremony of his tremendous contributions to UVic over the second half of his life, his unique and commanding presence, his commitment to democratic fairness, his attention to detail, his zest for life and his love for his family. All of the speakers remembered Powers as a conversationalist with a passion for debate.

Powers came to UVic at the beginning of the 1966-67 academic year to fill an instructor's position in the Political Science Department. That year he received his doctorate in Political Science from Claremont Graduate School in Claremont, California, where he had also completed his master's degree in Political Science.

During his academic education, which began in 1950 as an undergraduate at the University of New Mexico when Powers was 19, he held a number of management positions with private firms until he was named Political Science instructor at Pamona College in 1965.

Dr. Jeremy Wilson, Chair of Political Science, described Powers as "an excellent teacher and wonderful colleague who will be greatly missed by the faculty."

Wilson said Powers developed a unique course for senior undergraduates, called the International Simulation Exercise, in which students researched topical international issues or crises and acted out the roles of the international negotiators, with Powers acting as coach. "That exercise has proved to be the highlight of many undergraduates' careers," said Wilson.

One of Powers' greatest contributions to UVic was his involvement in Senate. He served as a Senate member for 18 of his 27 years at UVic, including Vice-Chair for five years, and a member of its Agenda and Procedures Committee for many more. Dr. Sam Scully, Vice-President Academic and Provost, in his eulogy to Powers during the memorial service and later that evening at the regular Senate meeting, referred to Powers as "Mr. Senate."

"Senate provided Dick with a forum that allowed him to use his significant skills of incisive analysis and penetrating criticism in *ex tempore* debate."

Scully said that often the Powers' hand would be raised to respond to some statement marked by confusion or cant or pomposity.

"The intervention would be pointed but never rude, forceful but never offensive, declamatory but never pompous," observed Scully. "One might not agree with him, but you would never be in doubt what his point was — and bear in mind that clarity and brevity, always the characterizing qualities of a Powers intervention, are not commonplace in the debates of academics. Indeed, nothing irritated Dick more than the poorly prepared proposal or the inadequately thought-out position, and he was quick to remonstrate to rescue the Senate or the faculty in such circumstances."

Scully also pointed out that in his second year at UVic Powers became a prominent member of the first Tenure Document Negotiating Committee, and he served at various times on the Tenure Document Review Committee.

"He was, above all, committed to the service of this University, and UVic and all of us owe him a very great deal for his contributions to this polity," said Scully. "We shall all miss him, but we can do him no greater honour than to recall and conserve in the years ahead the values and the institutions he strove to institute and conserve."

Powers was also an active participant in the Faculty Association, serving for two terms on its executive, including President in 1978-79.

Dr. Gordon Shrimpton, speaking as former President of the Faculty Association and President of the Confederation of University Faculty Associations (CUFA), called Powers "a man of enormous style and polish, a man whom I greatly admired and envied. He made an enormous contribution to the stability of the professoriate of this university, of this province and of this country."

Shrimpton quoted from a letter sent to Powers' widow, Laura, by Pamela Smith, former president of the Canadian Association of University Teachers (CAUT), with which Powers was involved at the executive level for a number of years.

"Dick's involvement in CAUT undoubtedly strengthened the Association," Smith said in her letter. "He brought not only his own 'professional intelligence' as a political scientist to some areas, but — just as importantly — he brought his own humanity and good common sense to many other issues."

The letter said Powers knew that there was more than one way to reach a goal, and he would try to ensure that all possible avenues to a solution had been exhausted. "His preparedness to work hard to develop constructive solutions was ever-present, as was his willingness to listen thoughtfully ... Dick was steadfastly ready to spend hours on the tough issues, and to come back to them again and again if the first — or second or third — solution proved unworkable."



**Richard Powers**

Smith pointed out that although Powers was not a Canadian by birth (he was born in Quincy, Illinois and moved to Canada to join the UVic faculty), he was sensitive to Canadian issues and people.

Powers is survived by his wife, Laura, two sons, Richard and Sean, one granddaughter, Sarah Elizabeth, his brother, James, and his sister, Charlotte Kraft.

*(Reprinted with permission, The Ring, University of Victoria, March 12, 1993).*

**Bruce Moore, President**
**Faculty Association**
**University of Victoria**

**Dear Bruce:**

I am writing to convey the condolences of CAUT to you and your members on the death of Dick Powers.

*Dick was of course a highly valued member of CAUT, as you know.* He served us all in many ways over many years. Most recently, he pioneered the establishment of the Independent Study Group on University Governance, whose work has just now come to fruition. I am sure that all those of us who served with him appreciated his wit and intellectual incisiveness. His absence from recent meetings made me all the more aware of how valuable these attributes were.

I was very sorry that I was not able to get to Victoria for the memorial ceremony, but glad that Pam Smith was able to do so. Pam was one of Dick's closest friends at CAUT.

I know that Dick will leave a large space to fill in the Faculty Association as at CAUT. I am sure, though, that his influence will live on for many years to come.

**Yours sincerely,**

**Alan Andrews**
**President, CAUT**

## Ruth Leslie Memorial Fund

Ruth Leslie, Reader Service Librarian in the Leddy Library at the University of Windsor, died suddenly on Nov. 28, 1992, while attending the CAUT Librarians' Conference in Halifax.

Her enthusiasm and good humour will be sorely missed by her academic colleagues in both the University of Windsor and CAUT. Her research on university retirement policies for librarians was well received at the 1990 CAUT Librarians' Conference, and she was in Halifax to convene a session at the 1992 conference when she met her untimely death.

Within the university Ruth worked hard on improving the status of librarians, and was an indefatigable member of the Status of Women Committee.

Her first priority, however, was her students, with whom she always went the extra mile. She was always concerned that they be able to use the wealth of resources available to them in the library. In 1992 she was the local arrangements convener for the Workshop in Library Instruction, one of the first library conferences to be held at Windsor.

In Ruth's memory the Leddy Library has established a fund which will be used to realize one of her dreams — a fully equipped bibliographic instruction room in the library. Friends who wish to donate to this room, to be named The Ruth Leslie Room, may send a cheque, made out to the University of Windsor, to: The Ruth Leslie Memorial Fund, Office of Development & Alumni Affairs, University of Windsor, Windsor, Ontario, N9B 3P4.

## Les universitaires

**suite de la page 1**

répondu «1,5 million $.» Il a ajouté toutefois que c'était «une estimation des plus imprécises parce que nous n'avons pas quantifié toutes les économies réalisables — et que ce point ne sera pas réellement connu tant que la fusion n'aura pas été réalisée.» D'autres données obtenues par la Fédération canadienne des études humaines en vertu de la Loi sur l'accès à l'information indiquent que la fusion du CRSHC et du Conseil des arts créera une économie de dix personnes-années seulement.

Pourtant, en dépit de la faiblesse des arguments du gouvernement et des indices permettant de penser que les membres de la Commission représentant le gouvernement étaient disposés à étudier certaines modifications, la Partie II du projet de loi C-93 a été adoptée en deuxième lecture, après étude individuelle des articles, en ne suscitant qu'une seule modification.

La prochaine occasion de modifier le projet de loi C-93 se présentera à l'étape du rapport et en troisième lecture. À cette étape, les députés de l'opposition proposeront des modifications à la loi en fonction de celles déjà suggérées par l'ACPPU et les autres parties intéressées. Puis le projet de loi ira au Sénat pour étude.

En prévision de cette étape, l'ACPPU et les autres groupes ont travaillé dans les coulisses des députés, tant à Ottawa et qu'au niveau de la circonscription, pour ouvrir la voie à l'adoption de ces modifications. Les membres de l'ACPPU à l'échelon local et provincial ont été très actifs dans toutes ces démarches. De telles pressions sont importantes étant donné qu'il semblerait que le gouvernement soit disposé à être plus réceptif aux modifications à l'étape de la troisième lecture afin d'éviter des confrontations et des retards au Sénat.

Si ces tactiques demeurent infructueuses, l'ACPPU et les autres groupes intéressés sont disposés à continuer à se battre au Sénat. L'ACPPU a déjà sollicité une audience devant le Comité sénatorial permanent sur les finances publiques advenant qu'il décide de tenir des audiences publiques sur le projet de loi C-93. Les sénateurs sont également tenus au courant des objections de la collectivité universitaire à la fusion du CRSHC avec le Conseil des arts.

## John Gilchrist Scholarship

A scholarship in John Gilchrist's name has been established at Trent University. John Gilchrist, Trent scholar and faculty association president was killed in a motor vehicle accident on Dec. 10.

The scholarship, to be called the John Gilchrist Memorial Scholarship, will be administered by Trent University.

It will be awarded yearly to a student entering the fourth quarter of an honours program with a single or joint major in one of Canadian Studies, Classical Studies, Cultural Studies, English, History, Modern Languages, or Philosophy, and who has demonstrated the greatest academic promise in the opinion of his or her professors. Preference will be given to students whose major interest lies in the period before 1800.

Several considerations lie behind these guidelines. Scholarship was the major focus of John's career. Focus on the fourth quarter of the honours program gives appropriate prestige to that level of study.

The disciplines are those at Trent that encompass John's research interests over the years, and reflect the humanities. The preference to those interested in pre-1800 aspects similarly reflects John's focus.

The nomination by faculty requires arguments for candidates beyond the simple calculation of numerical grade averages, a procedure of which it was felt John would have approved.

Further information may be obtained from Aurora Wait at the Trent University faculty association office (705) 748-1415.

Individuals or associations who wish to contribute to the John Gilchrist Memorial Scholarship should send donations to Susan Mackle, Vice-President (Development), Trent University, Peterborough, Ontario K9J 7B8.

## ISGUG Report series

# Openness, conflict of interest and accountability

*CAUT released "Governance & Accountability: the Report of the Independent Study Group on University Governance" at the end of January. The report, written by Ken McGovern, Guy Bourgeault, and Ernst Benjamin, was summarized in CAUT's February* ***Bulletin****. CAUT is publishing abstracts of the main sections of the report in the March, April, May and June issues of the* ***Bulletin****. In this issue we continue the series with a look at accountability, openness and conflict of interest.*

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The report of the Independent Study Group on University Governance recommends that university accountability should start with openness. Far too frequently university administrators and civil servants start discussions of accountability with complex systems of reporting and of accountability which are frequently unworkable and take away time that should be devoted to teaching and research. Instead the discussion should start with openness.

The study group recommends that universities he open and transparent. This starts with the budget which in far too many institutions is effectively secret since audited annual financial reports and the like are usually so compressed as to be meaningless for analysis.

It strongly suggests that the line budget be tabled in the senate budget committee which itself should be chaired hy an elected senator, that the senate or general faculties council itself have detailed financial information, and that both bodies should vote on the budget and consider amendments hefore the budget goes to the board of governors for final approval.

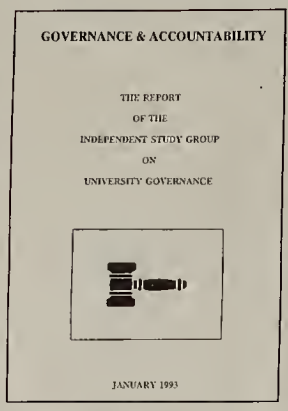
It also recommends that the budget review committee receive whatever other financial information it needs from the budget office in order to do its business and that it should conduct public hearings in the university on controversial matters in the budget.

The authors recommend that meetings of senates and boards of governors be effectively open. They understand that boards of governors may have to close meetings to discuss bargaining positions whether about property transfers or internal collective bargaining. But these should be few and far between. Far too many hoards of governors routinely close their meetings for all significant items. The authors think these bodies should he pro-active in securing coverage of their meetings including the use of internal TV and the administration newspapers.

The report recognizes that one of the results of open budgeting will be to reveal the salaries of the senior administration and of the faculty. It points out that this has been the case in British Columbia for years without the sky falling.

It also recommends the academic curriculum vitae of faculty members and senior administrators as submitted by them to the university should be public documents but no other materials from their files. It notes that other files such as personnel and medical files must, on the other hand, be restricted and protected.

It argues that the style of university administration should be open. In particular university administrators should be chosen by a search procedure approved hy the senate. It rejects the prevalent view that these searches must be private.




It agrees that the initial search should be private in order to winkle out all possible candidates but the short list should be public. Those on the short list should visit the campus and meet the major constituencies. If they are too delicate to do this, they probably would not survive as university administrators in these difficult times.

As the report says, "openness and accountability in turn lead to questions about the rules and procedures to prevent conflict of interest..." It recommends that every university should have a reasonable conflict of interest policy which applies to members of the board of governors, the administration and the faculty.

"The guiding principle," it says, "should be public disclosure of any potential conflicts of interest of a significant nature. Conflict of interest should not normally preclude individuals working in or serving the university community, but it should preclude them from making or voting on decisions that will give them a significant personal or corporate financial benefit."

In particular, representatives of corporations which do significant ongoing business with the university (law firms, insurance companies, computer firms) should not sit on the board of governors. It suggested a number of models including those of CAUT and AAUP and noted that there were a number of examples of policies in place at Harvard and elsewhere.

Essentially the report says the university must be accountahle to the public, not just to university administrators and to bureaucrats.

What lies behind the report is that the university community must speak directly to the public if it is to survive in the puhlic arena. The only way it can do that is to be open and transparent.

"We approach accountability from the position that the public has a right to know what the universities are doing, why they are doing it, and whether they do it well," the report says. "The universities should organize themselves so that they can answer these questions rationally, fully and honestly. They should be able to assure the public that they are carrying out their educational function in a manner that serves the public need for higher edueation. They should also be prepared to answer their critics. One of the concerns we heard is that the senior leadership of Canadian universities is often unwilling to do this."

The authors also insist that openness should apply to government, in particular to the agencies that deal with universities. They urge the university community to press in the political arena for regulations that would require governments, as a matter of course, to make available to universities all the background memoranda developed by the civil service in relation to any major decisions about the university system.

Furthermore all correspondence by interested parties should be in the public domaine. They suggest that the university community should press both for freedom of information legislation which would generally require this or for specific regulations pertaining to the ministries responsible for higher education.

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*CAUT Council will be preparing its response to the report later this year. In preparation for this response, Council established a small ad hoc committee to examine the report rec ommendations and provide further guidance.*

*The committee, consisting of Fred Wilson (Past-President, CAUT) and Claude Dionne (CAUT Vice-President) will be consulting with local and provincial faculty associations, the CAUT standing committees, the Collective Bargaining Cooperative and other interested groups in the preparation of its report. If you have views, please send them to Professor Fred Wilson, CAUT, 308 — 294 Albert, Ottawa, ON K1P 6E6; Fax 613-237-2105. There will also be a discussion on June 7th at the Learned Societies' Conference.*

**A copy of "Governance & Accountability" can be obtained from your local faculty association or copies can be purchased at a cost of $10.70/copy from CAUT. All university libraries have been sent a free copy.**

# Transparence, conflits d'intérêts et responsabilité

*L'ACPPU a publié fin janvier le rapport du Groupe d'étude indépendant sur la direction des universités intitulé : «Autonomie de direction et responsabilité publique des universités». Oeuvre des professeurs Ken McGovern, Guy Bourgeault et Ernst Benjamin, il a été résumé dans le* ***Bulletin*** *de février. L'ACPPU a entrepris la publication de larges extraits de chacune des grandes sections du rapport dans les livraisons de mars, avril, mai et juin du* ***Bulletin****. Dans le présent numéro, nous poursuivons cette publication en jetant un coup d'oeil à la responsabilité de rendre des comptes, à la transparence et aux conflits d'intérêt.*

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Les auteurs du rapport du Groupe d'étude indépendant sur la direction des universités estiment que la responsabilité universitaire commence par l'adoption de politiques sur la transparence. Bien trop souvent a-t-on vu des administrateurs universitaires et des fonctionnaires commencer leurs discussions sur la responsabilité en s'armant d'un arsenal complexe de rapports et d'instructions visant la reddition des comptes qui sont souvent impraticables et qui accaparent du temps qu'il vaudrait mieux employer à l'enseignement et à la recherche. En leur lieu, la discussion devrait commencer par la transparence.

Le Groupe d'étude recommande que les universités soient ouvertes et transparentes. Le premier pas se situe dans le budget qui, dans bien trop d'établissements, est effectivement secret étant donné que les états financiers annuels vérifiés et autres documents semblables sont d'ordinaire tellement condensés qu'ils en deviennent inanalysables. Les auteurs du rapport suggèrent fortement que le budget détaillé soit présenté au comité du budget dù conseil d'université, lui aussi étant présidé par un conseiller élu; que le conseil d'université ou le conseil général des facultés devrait recevoir des états financiers détaillés et que les deux corps devraient voter le budget et étudier les modifieations avant présentation au conseil d'administration pour approbation finale. Ils recommandent également que le comité d'évaluation du budget reçoive tous les renseignements financiers dont il peut avoir besoin du bureau chargé d'établir le budget afin de pouvoir faire son travail et qu'il devrait tenir des audiences publiques dans le cadre de l'université sur les questions controversées qui surgissent.

Les auteurs recommandent également que les réunions des conseils d'université et des conseils d'administration soient publiques. Ils comprennent bien qu'à l'occasion les conseils d'administration aient à siéger à huis clos pour discuter des tactiques de négociation collective, qu'il s'agisse de transferts de propriété ou de négociation collective interne. Mais ce type de réunion devrait être peu fréquent. Bien trop nombreux sont les conseils d'administration qui ferment leurs portes lorsqu'ils traitent de questions importantes. Les auteurs estiment en effet que ces corps constitués devraient agir de manière pro-aetive pour assurer la couverture de leurs débats, y compris par l'intermédiaire du réseau interne de télédiffusion et des journaux maison.

Le rapport reconnaît que l'un des résultats d'un processus budgétaire transparent serait de révéler les traitements des membres de la haute administration et des professeurs. Il fait remarquer que c'est ce qui se passe en Colombie-Britannique depuis des années sans que le ciel leur soit tombé sur la tête.

Le rapport contient également la recommandation selon laquelle les curriculum vitae des membres du corps professoral et des administrateurs supérieurs, que ces personnes avaient remis à l'université, devraient être des documents puhlics, à l'exclusion de tout autre document de leur dossier personnel. On y note que d'autres dossiers comme les dossiers du personnel et médicaux devraient tout au contraire être d'accès restreint et protégé.

Les auteurs soutiennent que la transparence devrait caractériser le style de l'administration universitaire. Les administrateurs universitaires, en particulier, devraient être sélectionnés par une procédure de recherhe approuvée par le conseil d'université. Ils rejettent l'opinion courante que ces reeherches devraient être confidentielles. Ils conviennent toutefois que les recherches initiales devraient être secrètes afin de découvrir toutes les candidatures possihles, mais la liste courte devrait être publique. Les personnes inscrites dans la liste des finalistes devraient se rendre en personne au campus de l'université et rencontrer leurs clientèles éventuelles. Si elles sont trop sensibles pour ce faire, elles ne survivraient probablement pas en tant qu'administreurs universitaires par les temps difficiles qui courent.

Selon les termes du rapport, «les principes de transparence et de nécessité de rendre des comptes nous amènent à envisager les règles et méthodes permettant d'empêeher les conflits d'intérêt.» Aussi y est-il recommandé que chaque université établisse une politique en matière de conflit d'intérêt qui soit raisonnable et qui couvre les membres du conseil d'administration, le personnel de l'administration et les professeurs :

Le principe de base devrait être la

suite à la page 11

# Focus on Faculty/Pleins feux sur les professeurs

*Academics are often honoured for their achievements and contributions in teaching and research. As a bi-monthly feature of the Bulletin, **Focus on Faculty** reports on awards, honours, fellowships and prizes awarded to Canadian university academic staff. Particular focus is on provincial, national and international awards of merit. The Bulletin welcomes receiving notice of awards or honours for academic staff for inclusion in this column, space permitting.*

*Les universitaires sont souvent honorés pour leurs réalisations et leurs contributions en recherche et en enseignement. La chronique du Bulletin, **Focus on Faculty (Pleins feux sur les professeurs)**, qui paraîtra tous les deux mois, présentera les prix, honneurs, bourses et récompenses décernés à des universitaires canadiens. On signalera surtout les prix provinciaux, nationaux et internationaux. La rédaction du Bulletin acceptera tout avis de prix ou d'honneurs pour cette chronique s'il y a de l'espace.*



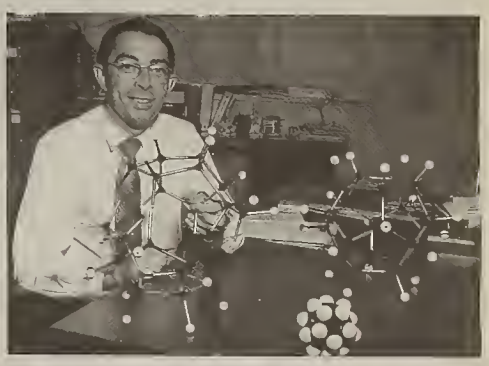
**Jean-Charles Falardeau Prize**
**André Cellard** (Criminology, Ottawa) was awarded the Jean-Charles Falardeau Prize ($1,000) by the Social Science Federation of Canada for the best Canadian scholarly work written in French in the social sciences.



**Carl O. Sauer Award**
**Alfred H. Siemens** (Geography, British Columbia) has received the Carl O. Sauer Distinguished Scholarship Award presented by the Conference of Latin Americanists Geographers.



**Harold Adams Innis Prize**
**Joy Parr** (History, Simon Fraser) was awarded the Harold Adams Innis Prize ($1,000) by the Social Science Federation of Canada for the best Canadian scholarly work written in English in the social sciences.



**Canada Gold Medal**
**Pierre Deslongchamps** (Chemistry, Sherbrooke) is the 1993 winner of the Canada Gold Medal for Science and Engineering, sponsored by the Natural Sciences and Engineering Research Council, for his outstanding, sustained and lifetime contribution to Canadian research.

**Order of Canada - Officers:**
**Alberto J. Aguayo** (McGill); **Adolfo J. De Bold** (Ottawa); **Clarence Stuart Houston** (Saskatchewan); **K. George Pedersen** (Western Ontario) have been appointed Officers of the Order of Canada.

**Order of Canada - Members:**
**Cyril J. Byrne** (Saint Mary's); **Aldée Cabana** (Sherbrooke); **Donald Frederick Cook** (Memorial); **James Alexander Gibson** (Brock); **James Clayton Gilson** (Manitoba); **William Morley Kilbourn** (York); **Jean Little** (Guelph); **Corinne Mount Pleasant-Jetté** (Concordia); **Alexander Clyde Pinkerton** (British Columbia); **Ivan Barry Pless** (McGill) have been appointed Members of the Order of Canada.

**Prix du Québec**
**Charles-Philippe Leblond** (McGill) prix Marie-Victorin (bourse de 30 000$) en sciences naturelles et génie et **Charles Taylor** (McGill) prix Léon-Gérin (bourse 30 000$) en sciences humaines sont lauréats des Prix du Québec représentant la plus haute distinction accordée par le gouvernement du Québec à des personnes qui ont contribué de façon exceptionnelle à l'essor de la société québécoise par l'excellence de leurs réalisations.

**Canada Council Molson Prize**
**Fernand Dumont** (Sociology, Laval) has won the 1992 Canada Council Molson Prize in the Humanities and Social Sciences ($50,000) for his outstanding lifetime contribution to the advancement of the social sciences and to cultural issues.

**Royal Society (London) Fellows**
**Alan Astbury** (Physics/Astronomy, Victoria) and **Christopher J.R. Garrett** (Physics/Astronomy/Earth and Ocean Sciences, Victoria) have been elected fellows of the prestigious Royal Society (London), the oldest scientific society in the world. Membership is by nomination and is one of the highest honours for those working in the natural sciences in Commonwealth countries.

**Humboldt Research Award**
**Wesley M. Stevens** (History, Winnipeg) was awarded a Humboldt Research Award for 1992 (DM 90.000) by the Alexander von Humboldt Foundation of Germany.

**Genie Award**
**Wendy Tilby** (Cinema, Concordia) won a Genie Award for her National Film Board-produced animated short "Strings", selected as the year's best in its category.

**ITAC/NSERC Awards**
**Geoffrey Hinton** (Computer Science, Toronto) and **Ching Suen** (Computer Science, Concordia) have each been awarded the 1992 ITAC/NSERC Award for Academic Achievement ($50,000), the premier industrial award for computer research excellence in Canada.

**AAM Fellow**
**Harley Cohen** (Dean of Science, Manitoba) has been elected fellow of the American Academy of Mechanics in recognition of his contribution to mechanics.

**Clemens von Pirquet Medal**
**Alec Sehon** (Immunology, Manitoba) has been awarded the Clemens von Pirquet Medal, by the Austrian Society of Allergology and Immunology. The medal honours foreign scientists and has only previously been awarded in 1980 and 1990.

**Walter D. Love Prize**
**Donald W. Sutherland Prize**
**John Beattie** (History/Criminology, Toronto) has received the Walter D. Love Prize presented by the North American Conference on British Studies for the best article of the year in British studies and the Donald W. Sutherland Prize of the American Society for Legal History.

**SSSA Fellow**
**Murray Miller** (Land Resource, Guelph) has been elected a fellow of the Soil Science Society of America. He is the only Canadian to receive the honour this year.



**Urban History Association Prize**
**Richard Harris** (Geography, McMaster) is the recent recipient of the Urban History Association's Best Journal Article for 1991 prize. The award is for the best article written in English anywhere in the world.

**Czechoslovak Mechanics Medal**
**Milos Novak** (Engineering, Western Ontario) recently received the Czechoslovak Society for Mechanics Medal for his contribution to the development of mechanics.

**John Porter Award**
**Gordon Laxer** (Alberta) received the 1992 John Porter Award from the Canadian Sociology & Anthropology Association for his work "Open for Business: The Roots of Foreign Ownership in Canada."

**ASME Fellow**
**Rama B. Bhat** (Engineering, Concordia) has been named a fellow of the American Society of Mechanical Engineers. A Fellow grade is conferred upon a member with at least 10 years active engineering practice who has made a significant contribution to the field.

**Metal Physics Medal**
**Kris Tangri** (Engineering, Manitoba) has been awarded the Canadian Metal Physics Medal in recognition of outstanding contributions to the field of metal physics and physical metallurgy in Canada.

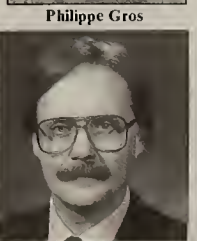


**Maurice Lemire**



**James Leith**

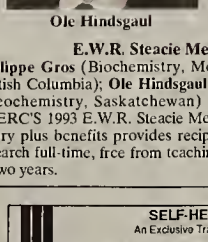
**Raymond Klibansky Book Prizes**
**James A. Leith** (History, Queen's) and Maurice Lemire (littératures, Laval) are the winners of the 1992 Raymond Klibansky Book Prizes ($1,000) awarded annually by the Canadian Federation for the Humanities to the best books in the humanities (one in English, one in French).



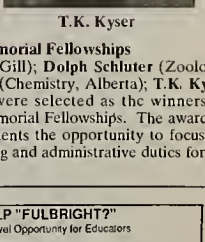
**Philippe Gros**



**Dolph Schluter**



**Ole Hindsgaul**



**T.K. Kyser**

**E.W.R. Steacie Memorial Fellowships**
**Philippe Gros** (Biochemistry, McGill); **Dolph Schluter** (Zoology, British Columbia); **Ole Hindsgaul** (Chemistry, Alberta); **T.K. Kyser** (Geochemistry, Saskatchewan) were selected as the winners of NSERC'S 1993 E.W.R. Steacie Memorial Fellowships. The award of salary plus benefits provides recipients the opportunity to focus on research full-time, free from teaching and administrative duties for up to two years.

**SELF-HELP "FULBRIGHT?"**
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## FROM THE HILL / DE LA COLLINE PARLEMENTAIRE



Tim Stutt

# NDP outlines its R&D/training election plank



Audrey McLaughlin



Monique Landry



Pierre Cadieux

Taking aim at both federal government policies it does not like and a Liberal Party which it feels is trying to avoid making policy promises, the New Democratic Party has announced its election campaign planks for research and job training.

NDP Leader Audrey McLaughlin held a press conference at the National Arts Centre on Feb. 18 for the release of a document entitled *Strategy for a Full-Employment Economy*. Among the document's proposals is a commitment to foster R&D in Canada. This commitment would be achieved by:

— developing five-year plans for Natural Sciences and Engineering Research Council (NSERC) and the National Research Council (NRC) that would double their government funding from $929 million in 1992-93 to about $1.9 billion by 1998-99;

— upgrading the Industrial Research Assistance Program (IRAP) by shifting it out of the NRC and integrating it into the technology diffusion work of the Department of Industry, Science and Technology (DIST);

— increasing IRAP funding over five years from its 1992 level of $86 million to $250 million;

— having DIST encourage and assist more Canadian-owned firms to join together in "pre-market consortia" to spread financial risk and work with universities, centres of excellence and research institutes to develop new ideas and to diffuse them;

— having DIST help firms to identify best-use methods and technology;

— having DIST steer R&D enterprises towards investment capital, including a new National Investment Fund;

— encouraging the growth in the proportion of R&D intensive, Canadian homebased industry in our economy;

— requiring foreign investors in Canada to commit to an R&D strategy as a pre-condition for approval of their investments by Investment Canada; and

— having NSERC and the NRC channel funding into environmental R&D.

The NDP also wants to increase job training in Canada through a refundable training levy to be phased in over four years. When fully implemented, this levy would require employers with more than 10 employees to invest in a company-based training and development program, or to pay a sum equivalent to two per cent of their payrolls to the federal government.

The training levy would be accompanied by the creation of a National Council on Continuous Education. This council would invite provincial and territorial governments, educators, business and labour to come together to examine issues such as core curriculum in Canadian schools, literacy programs, education techniques, computerization and other issues.

The council would complement the creation of sectoral training councils in all major Canadian industries, and would receive $10 million in funding from the federal government.

**Women's program made permanent**

Secretary of State Monique Landry announced on Feb. 25 the renewal of the Women's Program on a permanent basis. Created in 1973, this program has been the primary federal source of financial and technical support to women's and other voluntary organizations working towards equality and equity for women in Canada.

The program is intended to increase public understanding of women's equity issues, to promote action by institutions to incorporate women's equality issues into their decision-making structures, policies and programs, and to assist women's organizations working on women's equity issues to improve and develop their planning and organizational skills.

Unfortunately, as important as securing the permanency of this program is it does not tell the whole story. A glance at the 1993-94 main estimates for the Department of the Secretary of State shows that the government plans to finance 620 projects at a total estimated cost of $10,076,000. This compares with a 1992-93 forecast cost of $11,165,000 for 620 projects, and an actual 1988-89 cost of $12,450,213 for 593 projects.

CAUT has started lobbying to encourage Ottawa to reinstate these funding cuts to the Women's Program.

**Student summer job funding announced**

Youth Minister Pierre Cadieux announced on Feb. 24 a funding allocation of $88 million for the Challenge '93 Summer Employment/Experience Development (SEED) program for students. This is an increase of $5.1 million over the previous year's SEED funding level. However, remember that in 1990 the government cut SEED funding to $77 million from $118.8 million in 1989. This led to a decrease in summer student jobs created under SEED from 71,711 to 54,000.

In response to Cadieux's announcement, Canadian Federation of Students Chairperson Kelly Lamrock said that in light of the recession and a 17.9 per cent student unemployment rate last summer the announcement is not good enough.

He also denounced the change in Challenge '93's initial aims from providing career related jobs to all students to the hiring of high school students. Over the next few months CAUT will be joining with CFS to seek a reinstatement of funding for the SEED program.

**AIDS funding increased**

The federal government will spend $42.2 million per year over the next five years for a total of $211 million on AIDS education and research. This represents an increase in annual spending of almost $5 million in comparison with the annual average since 1990, but is much less than the amount recommended by AIDS experts.

In making the March 11 announcement, Health and Welfare Minister Benoît Bouchard said it is the best Ottawa can do in a time of serious economic restraint.

"It's about a 10 per cent increase, which may be modest, but we have to keep in mind the pressures on the system for many other diseases," he said.

The announcement was immediately attacked by AIDS groups and opposition politicians who spoke of the minimum $55 million in annual spending on AIDS programs endorsed by an all-party committee of the House of Commons.

"This is a brutal blow to the kinds of things we're trying to do across Canada on AIDS," said Richard Burzynski of the Canadian AIDS Society in a March 12 *Globe and Mail* report.

Under the new five-year plan, the government plans to spend $6.2 million a year on prevention education, $17.8 million on AIDS research, $9.8 million for community organizations, $5.4 million for care and treatment, and $3 million for coordination and other initiatives.

*(Tim Stutt is a Government Relations Officer at CAUT.)*

# Karen Kain versus the anti-submarine helicopters

**Arthur Gelber**

Where is the arts community in the wake of Ottawa's announced $80-million cut to culture? Scarcely a voice has been raised. Year-end reviews were devoted to marketing, multicultural concerns and access, but no advocate came forward to tackle the fundamental issue of public funding.

Where are the leaders who convinced this country to sponsor the Massey Commission, to establish the Canada Council, to create the CBC and the National Film Board? Where are the Peter Dwyers, John Griersons and Leonard Brockingtons who spearheaded such enterprise? Is that kind of guts now outmoded?

Government priorities were clear in the December mini-budget. The Department of defence received a cutback of 1.9 per cent — after real growth over the past eight years of 39 per cent. In the same round, culture, with a budget of $2.9 billion, was cut by 10 per cent — after suffering a real decline since 1984-85 of 24 per cent in direct and indirect funding.

Since taking office, the current federal government has chopped close to $500-million from the cultural budget in cuts to the CBC, the Canada Council, the NFB, Telefilm Canada and other cultural agencies. These are the very institutions it promised to protect in its constitutional commitment during the Charlottetown debate. The cuts come both in the reduction of direct grants and the removal of indirect benefits such as postal exemption and the tax on reading materials.

Ottawa cites the Gulf War, international relations and employment as a rationale for military expansion. Meanwhile, culture, at token savings, is being asked to help subsidize our military strength. It would be laughable if it weren't so alarming.

A government that believes that what cannot be measured cannot be managed — despite its recent lesson in constitutional metaphysics — is not at home with intangible evidence. How do you measure a performance by Karen Kain, a play by Michel Tremblay, an opera by Harry Somers, a painting by Mary Pratt, or a book by Michael Ondaatje? How can you estimate the worth of the Canada Council, the artistic support system that feeds our entire creative industry?

How do you validate the returns on this investment of about 32 cents a month for every Canadian, where the payoff is in international acclaim, a sense of our own worth and the achievement of young artists who are trained in our own cultural institutions? Certainly not by Ottawa's current bottom-line standards, where arts funding is viewed as a handout.

Basing its research on government findings, the Canadian Conference of the Arts, the lobbying arm of the sector, recently translated some cultural abstracts into measurable terms. What jumps to the eye is the rapid growth, financial impact and high return on an investment in the arts and cultural industries over a 20-year period.

In this time, the cultural labour force grew by 122 per cent to its present direct employment figure of 346,000 currently generating a direct yearly return to the federal treasury of $650 million, along with an annual return to the Canadian economy of $17-billion or 2.7 per cent of the Gross Domestic Product.

The cost of creating a job in the arts is less than $20,000, as compared with light industry at $200,000. The sector does not require expensive retraining programs or massive infusions of start-up money, and arts organizations, on average, pay 60 per cent of their own way through marketing and fund-raising initiatives.

Yet, in the past decade, the Canada Council's operating budget has not been increased by a penny, and in 1992 its funding power was 20 per cent less than in 1986.

Already the cost of this underfunding is apparent in the struggles of arts organizations to survive. Programs have been reduced, productions cut and tours cancelled, and an $84-million loss to the Canadian economy is estimated over the next two years as a result of lost jobs.

Most seriously, the Canada Council no longer has the capacity to finance new creation and innovation — essential priorities for our cultural development. Add to this the further cuts to cultural institutions; diminishing provincial support programs; the perilous condition of our cultural industries and the impact of the current recession on funding from the corporate and private sector. Why worry about U.S. takeovers when we have already scorched our own earth?

Trimming the defence budget by 2.9 per cent instead of 1.9 per cent would eliminate the need to cut any subsidy in the cultural community — and leave enough to cushion cuts in other sectors as well. As it is, a government that decides that an ultramodern anti-submarine helicopter is more to be valued than a performance by the Royal Winnipeg Ballet, that a new warship is more important than the production of *Dry Lips Oughta Move to Kapuskasing*, and that the latest model of military gun is a greater priority than the next novel by Rohinton Mistry, poses one final question: What do we have to defend?

*(Arthur Gelber is a former chairman of the National Arts Centre in Ottawa. Reprinted with permission. Also published in the Globe and Mail January 11, 1993.)*

# ACADEMIC FREEDOM
# LIBERTÉ UNIVERSITAIRE

## Adjusting standards — another name for 'toughening up'

**Bernice Schrank**

From time to time, senior university administrators feel the need to readjust the standards and criteria for tenure and promotion. What are we to make of this?

For some administrators, there may be a perception that the professoriate has grown soft, and that they have, without consultation, opted for an on-the-job retirement package. In such cases, administrators want to "toughen up."

For other administrators, there is a more benign perception that standards and criteria, like everything else, need reassessing to see if they are adequate to the changing profile of the Canadian university. In these cases, the intentions of the administration are more high-toned, usually couched in terms of the university's mission of excellence. But despite the rhetorical hype, these administrators also want to "toughen up."

Superimposed on any reassessment of standards and criteria is the added dimension of declining funding for post-secondary education. The creation of "higher" standards may, with a certain wry cynicism, be regarded as a desire to save money and increase administrative flexibilities by slowing promotion and tenure decisions.

While the wish to change standards may be desirable as part of an overall strategy of reassessment and improvement, it may also be a rhetorical ploy for administrative penny-pinching and other less admirable institutional goals that have little to do with the pursuit of excellence.

If, however, the urge to reassess standards and criteria for tenure and promotion is taken at face value as a well-intentioned effort to improve the university, then two questions suggest themselves, one procedural and the other substantive.

Procedurally, how shall this reassessment take place? If administratively imposed without extensive consultation and without sufficient lead time so that faculty have a reasonable chance to satisfy the new standards and criteria, it will not only cause considerable unhappiness, it will produce grievances and lead to demoralization of an already demoralized professoriate. Unfortunately, from the kinds of appeals made to the Academic Freedom and Tenure Committee, the sudden change of reassessment is surprisingly popular with administrators.

In terms of substance, what is meant by "higher" standards? Most terms and conditions of employment, whether collective agreements or special plans, involve a consideration of teaching, research and service. "Higher" in this context usually means "more" rather than "better." There is, presumably a clearly discernible threshold between no teaching, research or service and some. The issue then becomes not how much, but how good.

Merit pay is one of the issues that is raised by any consideration of standards. It is an issue that deserves further elaboration than is possible in this article.

Nevertheless, it is surely obvious that, unless extensive consultation has gone on, and unless it has been guided by a desire to reach consensus, judgements on what constitutes "quality" may produce intense and bitter disagreement as well as enduring ill-will.

*(Bernice Schrank is the chair of the Academic Freedom and Tenure Committee.)*

## Évolution des normes et nécessité de l'équité

**Bernice Schrank**

Les administrateurs universitaires supérieurs éprouvent de temps à autre le besoin de redresser les normes et critères relatifs à la permanence et aux promotions. Que faut-il en penser?

Certains administrateurs semblent croire que le corps professoral s'est ramolli, et qu'il a, sans consultation, opté pour un régime de retraite en milieu de travail. En pareils cas, les administrateurs veulent «placer haut la barre.»

D'autres administrateurs, dont les perceptions sont plus bienveillantes, estiment que les normes et les critères, comme tout le reste qui nous entoure, ont besoin d'être réévalués pour s'assurer qu'ils conviennent toujours au profil changeant de l'université canadienne. Dans ces derniers cas, les intentions des administrateurs sont d'un ton plus élevé, énoncées d'ordinaire en termes de la mission d'excellence de l'université. Mais en dépit de l'enflure du style, ces administrateurs veulent eux aussi «placer haut la barre.»

Au réexamen des normes et critères se superpose la dimension additionnelle que les compressions du financement de l'enseignement postsecondaire apportent. La création de normes «plus élevées», dans un cadre cynique et désabusé, peut être vu comme le désir d'économiser de l'argent et d'accroître la souplesse administrative en ralentissant les promotions et les permanences.

Si la modifications des normes peut être souhaitable dans le cadre d'une stratégie globale de réévaluation et d'amélioration, elle peut aussi se révéler un stratagème pour masquer des économies administratives de bouts de chandelles et autres objectifs institutionnels moins admirables qui ont peu de rapports avec la recherche de l'excellence.

Si, toutefois, la nécessité de réévaluer les normes et les critères de permanence et de promotion constitue un effort authentique et bien intentionné d'améliorer l'université, deux questions s'élèvent d'elles-mêmes dont l'une est de nature méthodologique et l'autre fondamentale.

D'un point de vue méthodologique, comment ce réexamen doit-t-il être mené? S'il est imposé administrativement, sans consultation étendue et sans préavis suffisant pour permettre aux professeurs d'avoir des chances raisonnables de s'adapter aux normes et critères nouveaux, cet examen occasionnera non seulement beaucoup de mécontentement, mais il sera suivi de griefs et mènera à la démoralisation encore plus marquée d'un corps professoral déjà démoralisé. Malheureusement, si on s'en tient aux appels adressés au Comité de la liberté universitaire et de la permanence de l'emploi, le changement soudain dans les réévaluations semble être particulièrement prisé par les administrateurs.

En ce qui a trait à nature fondamentale, que signifie l'expression «normes plus élevées»?

La plupart des contrats d'engagement, qu'ils relèvent de conventions collectives ou de régimes spéciaux, comprennent des facteurs relatifs à l'enseignement, à la recherche et au service. En pareil contexte, l'expression «plus élevé» signifie d'ordinaire «plus» plutôt que «mieux». Il y a probablement un seuil clairement perceptible entre pas d'enseignement, de recherche ou de service et un peu. La question à résoudre alors devient celle non de la quantité mais de la qualité. Les augmentations au mérite constituent l'un des sujets qui se présentent dès que l'on aborde la question des normes. C'est un sujet qui mérite plus de développements qu'il n'est possible d'en donner dans le présent article. Néanmoins, il est sûrement apparent que, à moins de mener des consultations étendues et à moins qu'il y ait une volonté d'atteindre à un consensus, les jugements sur ce qui constitue la «qualité» peuvent donner lieu à des mésententes intenses et amères ainsi qu'à de la mauvaise volonté prolongée.

*(Bernice Schrank est présidente du Comité de la liberté universitaire et de la permanence de l'emploi.)*

# TAX FAX

*Robertson & Hill*
*Chartered Accountants*

*To:* *CAUT Members*
*From:* *Steven Dyck*
*Re:* *RPP contributions*

Although the 1992 RRSP contribution period has ended, it is not too soon to begin planning for 1993. Revenue Canada had originally envisaged a 1993 ceiling of $13,500 hut scaled it back to $12,500 — in recognition of the fact that incomes and the cost of living have stayed almost level.

But an over-looked planning opportunity is still available for 1993 and 1994, to teacher-taxpayers (including teachers employed by tax-exempt employers like universities.) Teachers have been permitted an extra $14,000 of deductible registered pension plan (RPP) contribution, by virtue of S.147.2(5) of the Tax Act. That section has created an exception to the general rules governing contributions to a RPP after 1990.

The general rules specify that post-1990 RPP contributions in excess of the amount allowed for current service may he eligible for tax-deductible treatment if they fall within the limits prescribed for:

a) past service in respect of employment during or after 1990;

b) past service in respect of employment during 1989 or earlier while the employee was not contributing to any RPP;

c) past service in respect of employment during 1989 or earlier while the employee was contributing to an RPP.

The general rule governing taxpayers falling within a) applies to all post-1989 service regardless of whether the contribution is to a defined benefit or money purchase plan. Contributions themselves are always restricted to amounts allowed under the terms of the plan as registered. For example, in defined benefit plans, the ultimate contribution ceiling is set by regulation at levels sufficient to fund a permitted level of benefits; and past service contributions are similarly restricted by regulations to what is actuarially necessary.

But for pre-1990 years during which the employee was not an RPP contributor, an employee is now allowed a maximum $3,500 deductible contribution to an RPP before 1990 and who now wants to top up their past service payments (as in c) ahove) faces a limitation: up to $3,500 only may be claimed less whatever is being claimed for current service, and for past service pursuant to a) and b).

Unique among Canadian taxpayers. teachers are exempt from the operation of e). Consequently, even though a teacher may have contributed to an RPP before 1990, up to $3,500 is allowed of additional past service contribution, on top of the deduction being claimed in the year for current service and available post-1989 past service.

This provision is only available for 1991 through 1994 taxation years. Before it is removed, astute teachers can still plan their way to as much as an extra $3,500 in current tax savings, and tax-free growth on an extra $7,000 in their RPP.

*Readers of this article should note that the material presented herein is expressed in general terms. The particular circumstances of any individual's tax situation must also be taken into account. Accordingly, we suggest that no action be taken solely on the basis of the information provided herein and that in many cases professional advice should be obtained.*

## Mount Allison faculty votes non-confidence in president

The membership of the Mount Allison Faculty Association (MAFA) has unanimously approved a motion of non-confidence in University President Dr. Ian Newbould.

The Mount Allison Faculty Council overwhelmingly passed a similar motion of non-confidence. The faculty council is the most representative academic body at the university, including as members both full-time and part-time academic and administrative staff.

The two motions were moved by former Academic Vice-President Professor Arthur Motyer. Professor Motyer was the valedictorian of the 1945 Mount Allison class and more recently has also served as a member of the Maritime Provinces Higher Education Commission.

The motions read in part that: "Mount Allison's current president, Dr. Ian Newbould, continues to ignore those duly constituted structures which exist within the university to promote and protect academic freedom, scholarship, and research."

MAFA President Robert Rosebrugh said "the university community has grown tired of the president's constant failure to follow the well-established collegial procedures of this university."

The motions follow a number of controversial administrative decisions, the most recent of which was the president's decision to abolish the Office of Research Administration. This office was originally established by the university senate to administer research activities.

Faculty members have complained that in making this decision the president did not consult the acting director of research, the university's research committee, the faculty council, nor the university senate.

Rosebrugh said this is just one of many decisions that the president has taken unilaterally without consulting knowledgeable people in the university community.

"The reputation the university enjoys is because of the excellence of its faculty and students, but to maintain this requires effective leadership," Rosebrugh said.

"Dr. Newbould lost the confidence of the university community because he continually failed to respect the collegial processes of the university," Rosebrugh said. "The faculty association calls on the Board of Regents, the university's highest non-academic body, to instruct Dr. Newbould to respect accepted academic practices."



J. Mark Langdon

# NSCUFA sceptical about private university proposal

A proposal to create a private university in Nova Scotia has drawn criticism from the Nova Scotia Confederation of University Faculty Associations (NSCUFA).

St. Mary's University Professor Peter March wants to create Greenvale College in Halifax, an institution offering flexible courses and tutorial-based teaching. The college would have few administrative and support services. There would be no registrar's office, permanent classrooms, admissions office, bookstore, athletic facilities or computer services.

Prospective students would meet with faculty who would decide individually whether to admit students to their courses. Final examinations would be graded by external faculty, along the "Oxbridge" model. Lectures might be provided through video or audio recordings. Tuition would be $1,500 per year.

John D'Orsay, Executive Director of NSCUFA, said the proposal is deflated by administrative and pedagogical deficiencies. First, salaries for professors would probably be between $15,000 and $20,000, given the tuition fees and the enrollment limit of 200 students.

Such salaries, he said, would not attract most professors unless they were expected to teach only one course. A related problem is that professors would be expected to continue to produce research but would not be compensated for doing so.

Second, Greenvale would have to negotiate agreements with other Halifax universities or the Halifax Public Library to use professors at other universities to mark exams. D'Orsay said these matters are "completely unclear" and another suggestion that a volunteer reading room might be created doesn't seem equal to the task. March has suggested that if professors at other universities cannot be found to mark exams Greenvale might create two campuses with professors at each campus exchanging exams.

Third, D'Orsay pointed out that while the Greenvale building would be the college's base, March has suggested most teaching should go on in local high schools or other facilities. D'Orsay fails to understand the logic behind this suggestion.

Fourth, the absence of a registrar's office would create administrative problems for students wanting to obtain transcripts or other academic documentation. Similarly, the lack of an admissions office would reduce promotion, advertising and student liaison to a posted list of courses and professors.

Finally, D'Orsay said that even if these serious impediments are overcome, only courses in the humanities and social sciences could be taught with such limited resources and facilities.

In order to gain accreditation, March must get approval from the minister of education under the province's Degree Granting Act. The province's Council on Higher Education is currently examining his proposal, which has received some support from the opposition Liberal party and from local newspapers.

D'Orsay said that March's proposal represents two curriculum innovations — small group teaching and external examination — "wrapped in some other wild suggestions."

**Applications and grades up, spaces down in Ontario**

A record number of students have applied to Ontario universities for the 1993/94 academic year and applicants are better qualified than ever before, according to the Ontario Universities' Application Centre in Guelph. The centre has received 60,000 applications, about three per cent more than last year. Another 20,000 mature students are expected to apply, about the same number as last year.

The centre has also noted an increase in applicants' high school grades over time. In 1967, seven per cent of applicants were Ontario Scholars with an 80 per cent average in the last year of high school. The centre estimates that more than 30 per cent of this year's applicants will hold this distinction.

At the same time applications are increasing, spaces in Ontario's universities are decreasing. Waterloo, Sir Wilfrid Laurier, Guelph and York are all cutting first year enrollment. Last year, close to 80,000 students applied to Ontario universities and 54,000 were accepted.

**Memorial rebuffs auditor**

After a lengthy battle stretching back to October 1991, Memorial University's administration has finally convinced the Newfoundland government to respect the university's autonomy by changing the Auditor General Act and the Memorial University Act. As a result, the university will no longer be included as a Crown Agency and its relationship with the provincial auditor will be clarified.

On two occasions Memorial President A.W. May has refused Provincial Auditor Elizabeth Marshall access to the university's books and has also refused to appear before the Public Accounts Committee. The change in government policy, which was the product of meetings of the president with Premier Clyde Wells and relevant cabinet ministers, cannot be legislated until the House sits and there are rumours that Marshall may be contemplating legal action against the university for denying her access.

On a related note, the Memorial University Faculty Association (MUNFA), while fully supporting the president's stance, underlined an incongruity in his position. Specifically, MUNFA noted he was previously unwilling to fight for university autonomy in the wake of Bills 16 and 17 which designated university employees as "government employees" covered by wage restraint legislation. The president now acknowledges this position was inconsistent.

**Simon Fraser moves to percentages for admissions**

Simon Fraser University (SFU) will become the first university in British Columbia to use percentage grades in determining admission of B.C. secondary school students to most faculties. Beginning in the spring of 1994, admission averages will be determined by using percentages rather than deriving a grade point average (g.p.a.) from letter grades.

Where percentages are unavailable, a median percentage achieved within the letter grade will be determined from ministry of education statistics. The move will permit the university to make finer adjustments in the cutoff for admissions and will eliminate some inequities in the g.p.a. system.

Owen Underhill, President of the SFU Faculty Association, said he supports the change. However, he added that a more serious problem is that entrance requirements to get into the university "are rising on a yearly basis because the funding level is only permitting a certain number of qualified students to attend."

**CMEC calls for federal improvements to student aid**

Dave Cooke, Ontario's Minister of Advanced Education and Training and chair of the Council of Ministers of Education, Canada (CMEC) is concerned about the inadequacy of the federal student loan program.

"The ... program has not been improved since 1984-85 and ... now doesn't meet even half the costs a student incurs," Cooke said.

The ministers challenged the federal government to increase the weekly loan limit from $105, to lift the three per cent administration fee charged to students and to reconsider its proposal to eliminate the six-month period after graduation when Canada Student Loans are interest free.

*(J. Mark Langdon is an instructor and Ph.D. student in the Department of Political Studies at Queen's University.)*


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# Electronic highway explored as academic path to the future

**Rosalind Riseborough**

Will an electronic highway create a "virtual university"? Will electronic communication allow those in isolated communities, or those isolated by personal circumstances, better access to higher education? How might new information technology affect the composition of academic and other staff? How might remote classrooms using new technology redefine what is taught and how it is taught?

These and many other questions emerged at the Conference on Technology and Post-Secondary Education sponsored by the Confederation of Alberta Faculty Associations (CAFA) on Feb. 18 to 20.

In his opening remarks, Alan MacDonald, Director of Information Services at the University of Calgary, described the "elegant tools" that are or ought to be at the disposal of those involved in post-secondary education. He advocated the use of computer technology and computer networks as part of the solution to the ongoing problems of providing education to a growing number of students in an increasingly underfunded system.

Margaret Haughey, President of the Canadian Association for Distance Education, stressed the experience Canada already has as a world leader in distance education and suggested what was needed was to identify the barriers to the transmission of knowledge and information and to develop strategies for lowering these barriers.

However, as pointed out by Gord Nixon of the Southern Alberta Institute of Technology, the various methods and technologies available for teaching incur widely ranging costs. It was estimated that one hour of instruction involves 40 to 100 hours of preparation for face-to-face classroom teaching, 150 to 420 hours for computer-based courses, and 300 to 650 hours (not counting a specialist's time) for interactive video instruction.

Alan Andrews, President of CAUT, raised his own concerns about the possible limitations of visual means of communication to explore complex ideas as opposed to conveying information.

Throughout the conference participants focused on the policy and technology implications of a number of issues facing post-secondary education in Alberta today, namely, learning and teaching, improving access, information resources, communications, and resources for specialized needs. Several concerns can be identified.

**The Bandwidth**

The need for a province-wide electronic network in a national and international setting was clearly identified as an essential element in the university of the future. A fully accessible system would link those in isolated communities, connect students to centres of learning and research, enable information to be passed from one institution to another.

This calls for a high powered electronic highway with a capacity that is large enough to allow multiple users to communicate using a variety of media: voice, data, image, video, data and text. It was thought the focus must be placed on improving, or indeed permitting access to, the infrastructure already in place and increasing its "bandwidth," its capacity.

**The Partnership**

Establishing a province-wide network requires breaking down or permeating technical and political barriers. A partnership of suppliers, users and regulators must be formed to promote coordination, consultation and collaboration in planning the network, setting the standards, and sharing the responsibility. Participants at the conference called for the creation of a task force of interested parties to provide the leadership.

**The Funding**

It is clear that resources in the form of up-front funding and sustained commitment and support are necessary for any electronic network to be successfully established and maintained. One of the major barriers to the free exchange of information is the tariff charge for use of the fibre-optic networks already in place and dominated by telecommunication companies. The key funding questions are not necessarily "how much will the network cost," but "who should pay and who will pay?"



photo credit David Milner

**Bill Zwerman**
**President, CAFA**



photo credit David Milner

**Conference participants divided into small groups to focus on the policy and technology implications of a number of issues, namely, learning and teaching, improving access, information resources, communications, and resources for specialized needs**



photo credit David Milner

**Panelists address the delegates' concerns**
**From left to right: Bob Busch, University of Alberta; Gordon Nixon, Southern Alberta Institute of Technology; Tom Keenan, University of Calgary; Alan Andrews, President, CAUT; Jim Marino, Treasurer, CAFA**

**The Policies**

Alan MacDonald quoted Arthur Clark: "In communications...the limitations are political, legal, economic -- not technical." Barriers to the free flow of information are imposed by copyright concerns. Universal access may be hampered by inadequate resources for student aid. The autonomy or perceived independence of institutions would need to be sacrificed for the sake of strengthening interdependence and linkages.

Beyond Alberta, the story is similar. There are regional networks throughout Canada — BCnet in British Columbia, ARNet in Alberta, SASK#net in Saskatchewan, MBnet in Manitoba, ONet in Ontario, RISQ in Quebec, NB*net in New Brunswick, NSTN in Nova Scotia, NLnet in Newfoundland, and a node of CA*net in PEI.

These form the backbone of the national network, CA*net. CA*net, in turn, provides access to the Internet, international linkages existing and evolving around the world, including NREN and NSFnet in the U.S., COSINE in Europe, and networks in Japan and elsewhere.

CA*net, the national electronic network in Canada, was pioneered in the mid-eighties with the development of Netnorth. It began by connecting together most of the larger universities in Canada. The creation of the regional networks and concurrent plans of the National Research Council to develop a high speed national network led to the success of the CA*net.

CA*net, however, is still a relatively slow network (56,000 bits per second) in comparison with the mega-highways of the U.S. (up to three billion bits per second). It has been said that it is possible to transmit the *Encyclopedia Britannica* in two seconds on the U.S. NREN network.

The federal cabinet has now given approval for the first phase of a project to expand upon CA*net and create a network called CANARIE (Canadian Network for the Advancement of Research, Industry and Education). The proposal, which will cost $1.2 billion, is currently being considered by the Treasury Board. The proposal was put forward by a non-profit organization whose membership includes about 60 high technology companies, universities, and government departments and agencies (Industry, Science and Technology, National Research Council).

The first phase of this industry-led initiative would upgrade the current national research and development and education network (CA*net), enabling researchers in, for example, Toronto to share special computer facilities in Calgary; it would establish a high-speed experimental test network, developing and using state-of-art technology, and it would initiate and encourage competitiveness in the information technology industry.

The interest in electronic networks is gearing up across the country. New technologies are forcing the formulation of new partnerships. Will all Canadians, including Albertans, be given the opportunity to sign on?

*(Rosalind Riseborough is Director of Office and Systems Administration at CAUT. CAUT is accessible on CA*net: CAUT@CARLETON.CA)*

# Transparence

**suite de la page 6**

divulgation de tout conflit d'intérêts potentiel, de nature significative. Les conflits d'intérêts ne devraient normalement pas empêcher des particuliers de travailler ou de servir dans la collectivité universitaire, mais devraient les écarter de l'étude et de d'adoption des décisions susceptibles d'accorder un avantage financier important à eux-mêmes ou à leur entreprise.

En particulier, les représentants d'entreprises qui font affaire de manière suivie avec l'université (cabinets d'avocats, compagnies d'assurance, entreprises de services informatiques) ne devraient pas siéger au conseil d'administration. Un certain nombre de modèles y sont proposés, y compris ceux que l'ACPPU et l'AAUP (American Association of University Professors) proposent et il y est noté que certains exemples sont à tirer des politiques mises en place à Harvard et ailleurs.

Fondamentalement, le rapport soutient que l'université doit rendre des comptes au public, et non seulement aux administrateurs universitaires et aux bureaucrates. Ce que le rapport dit entre les lignes c'est que la collectivité universitaire doit parler directement au public si elle veut survivre dans l'arène publique. La seule manière de le faire c'est d'être ouverte et transparente :

«Nous partons du principe que le public a le droit de savoir ce que font les universités, pourquoi elles le font et si elles le font bien. Elles devraient donc s'arranger pour répondre à ces questions de manière rationnelle, complète et franche. Elles devraient être capables de convaincre le public qu'elles s'acquittent de leurs fonctions éducatives d'une manière qui répond aux besoins de la société en matière d'enseignement supérieur. Elles devraient également être prêtes à faire face aux critiques. L'une des inquiétudes dont on nous a fait part est que la haute direction des universités canadiennes y répugne souvent.»

Les auteurs insistent également sur le fait que la transparence devrait être aussi celle du gouvernement, en particulier celle des agences qui traitent avec les universités. Ils engagent la collectivité universitaire à faire des pressions dans l'arène politique en vue d'obtenir des règlements qui exigeraient des gouvernement, tout naturellement, de rendre disponible aux universités toutes les notes de service de fond élaborées par les fonctionnaires au titre de toutes les décisions majeures visant le système universitaire. De plus, toute correspondance entre les parties intéressées devrait être du domaine public. Ils suggèrent que la collectivité universitaire devrait militer pour des mesures législatives sur la liberté de l'information qui en général l'exigerait ou des règlements particuliers régissant les ministères chargés de l'enseignement supérieur.

*Le Conseil de l'ACPPU va préparer sa réponse au rapport au courant de l'année. Pour ce faire, le Conseil a constitué un petit comité spécial chargé d'étudier les recommandations du rapport et d'apporter l'aide utile.*

*Composé de Fred Wilson (président sortant de ACPPU) et de Claude Dionne (Vice-président de l'ACPPU), le comité consultera les associations de professeurs locales et provinciales, les comités permanents de l'ACPPU, la Coopérative de négociation collective et d'autres groupes intéressés en vue de la préparation de son propre rapport. Si vous avez des opinions sur la question, veuillez les transmettre au professeur Fred Wilson, ACPPU, 294, rue Albert, bureau 308, Ottawa (Ontario) K1P 6E6; télécopieur (613) 237-2105. Une discussion de ce sujet aura lieu le 7 juin prochain au Congrès des Sociétés savantes.*

**Pour se procurer un exemplaire du rapport «Autonomie de direction et responsabilité publique des universités», s'adresser à l'association des professeurs locale ou bien le commander à l'ACPPU, au prix de 10,70 $ l'exemplaire. Toutes les bibliothèques universitaires en ont reçu un exemplaire gratuit.**

# News from Quebec



Susan Gray

## SGPUM studies dispute Maclean's ranking

In order to establish a statistical base for its contract demands and to challenge the Université de Montréal's seventh-place ranking in the *Maclean's* universities survey, the Syndicat Générale des Professeurs de l'Université de Montréal (SGPUM) has had its own series of studies done. The consultant responsible for most of the studies was economist Gaétan Lévesque, who served as an advisor to Claude Ryan when he was the minister of higher education and science.

The results of the studies showed that U de M did far better than the Quebec average in a variety of categories. In addition, it outperformed McGill in many important areas, despite the fact that the latter was deemed Canada's best "Medical/Doctoral" university by *Maclean's*.

The student/professor ratio at U de M was 15 per cent better in 1980-1990 than that observed at the other universities. But the higher teaching load didn't mean U de M professors did less research. On the contrary, in 1989-1990, they received $23,000 more than their colleagues in other Quebec universities in research funds. Moreover, despite the high concentration of medicine and of pure and applied science at McGill, U de M's professors received $3,000 more, on average, than their McGill counterparts.

The percentage of U de M professors with a doctorate is "clearly superior to that observed in other Quebec universities," according to the research findings. In 1989-1990, 80 per cent of university professors had a PhD while the average for Quebec was 71.4 per cent. At McGill, the figure was 76.2 per cent.

The studies also found that working conditions for professors at U de M are inferior to those in other universities. Among other things, U de M still has no measures to promote the recruitment of more female professors. The university also has the highest proportion of administrators/professors in the province, which means there is less money available for teaching and research.

Annie Méar, SGPUM's president, says the union's goal wasn't to reproduce the *Maclean's* study, but rather to examine the situation in Quebec. Still, she notes, "our results contradict theirs, in part," adding, "it is difficult to check their work, because we don't know what their methodology was."

**University divided over the choice of a new rector**

The weeks preceding the choice of a new U de M rector in February were tense ones for the university community. The choice was between two candidates, each with a different vision for the future of U de M.

The first was René Simard, currently vice-principal, academic and research. Running against him was Robert Lacroix, dean of the faculty of arts and social sciences. Mr. Simard, who will begin his five-year term on June 1, was the candidate who favoured continuity with the policies of the current administration. He was also for a more humanistic vision of the university than was Mr. Lacroix. The latter believed that U de M was lacking as far as productivity goes.

One of Mr. Lacroix's controversial proposals concerned changes to the professorial workload, the other, the introduction of merit pay.

Both candidates had their "unwavering supporters and the division between the two camps was very clear," according to an article in *Le Devoir*.

The final deliberations over the choice of rector were very drawn out with U de M's council sitting from 5 p.m. on a Monday night until 1 a.m. the next morning. The council is composed of 24 people: administrators, professors, students, graduates, business people, provincial government appointees and two members chosen by Montreal's archbishop.

While the union did not support either candidate, it did take a position on some of their policies, said Professor Méar.

"We didn't like Mr. Lacroix's proposal concerning the change in workload," she said. "Taking decisions during a departmental meeting with students and lecturers present is a very complex process."

Asked for her opinion concerning the choice of rector, Professor Méar said, "It's too early to tell whether or not he'll be a good rector. "But I don't think he'll be able to stand for continuity because there are too many things that need changing here."

**French exam questioned**

Approximately 7,000 students at Université du Québec à Montréal (UQAM) have received only a conditional acceptance, either because they failed an obligatory preuniversity French test, or because they simply didn't take the test.

The French test, which is drawn up by the ministry of higher education and science, was introduced into the post-secondary system last spring. At the time, it was given to CEGEP students who had applied to Quebec universities.

At UQAM, the number of students who failed the exam in May and September was approximately twice as high as the number who simply decided not to take it.

Once they begin their studies, UQAM students have 16 months to pass the exam. To prepare themselves, they can take a non-credit French course at UQAM or a non-credit course given by Télé-Université, Université du Québec's television station.

The Association générale des étudiants de l'UQAM (AGEUQAM), recently took a position against students being granted conditional acceptances because of a failed French exam. "It's discriminatory, especially for foreign students whose mother tongue isn't French," explains Alexandre Sirois, who is responsible for internal affairs at AGEUQAM. The association feels that Quebec's preuniversity language training has been inadequate, another reason it says the French test shouldn't carry too much weight.

AGEUQAM is currently circulating a petition against the exam which already has about 5,000 names on it. "We want the test to be used as a means of detection (for the poorer students)," says Mr. Sirois. "A course, and not an exam, should then be given to those who failed the exam. That's what Université de Montréal does — students who pass a French course after having taken the government test don't have to take it again."

Mr. Sirois describes the government test as "a little difficult." Sixty-five per cent of UQAM's students failed the test, which involves writing a 500-word composition.

In an editorial in *Le Devoir*, Lise Bissonnette criticizes "the young anti-test activists." She says that UQAM's screening process is a positive thing for students. According to Ms. Bissonnette, in the long run the test will lead to equal opportunity for all graduates, even those who've graduated from a university with a tradition of being a "popular" institution.

*(Susan Gray is a freelance journalist and translator who lives in Montreal.)*

# Nouvelles brèves du Québec

## Les professeurs de l'U de M commandent des études sur les universités québécoises

Susan Gray

Afin de trouver une base statistique à ses revendications et de contester le fait que l'Université de Montréal ait fini au septième rang dans le sondage de la revue *Maclean's* sur les universités canadiennes, le Syndicat général des professeurs de l'Université de Montréal (SGPUM) a commandé une série d'études. Il s'agit, pour la plupart, des études réalisées par l'économiste Gaétan Lévesque, conseiller de M. Claude Ryan, alors qu'il était ministre de l'Enseignement supérieur et de la Science.

Les études révèlent que l'Université se situe bien au-dessus de la moyenne par rapport aux autres universités québécoises et ce, dans plusieurs domaines. Malgré le fait que l'étude de *Maclean's* ait placé l'Université McGill au premier rang des universités offrant des programmes «de médecine et de doctorat» canadiennes, l'U de M la dépasse dans plusieurs catégories marquantes.

En premier lieu, le ratio étudiants/professeur à l'U de M était supérieur de 15 p. 100 à celui observé dans les autres universités en 1989-1990. Cependant, même avec une charge d'enseignement plus lourde, les professeurs-chercheurs de l'U de M ont reçu, en moyenne, 23 000 $ de plus que la moyenne québécoise en subventions et commandites de recherche en 1989-1990. Malgré la forte concentration des secteurs de la médecine et des sciences pures et appliquées à l'Université McGill, il existe un écart entre les deux universités de 3 000 $ par professeur, en faveur de l'U de M.

Le pourcentage de professeurs détenteurs d'un doctorat à l'U de M est «nettement supérieur à celui observé dans le réseau universitaire québécois.» En 1989-1990, 80 p. 100 des professeurs de cette université détenaient un doctorat, alors que la moyenne était de 71,4 p. 100. À McGill, le taux était de 76,2 p. 100.

L'étude démontre également que les conditions de travail des professeurs de l'U de M sont moins favorables que celles de leurs collègues des autres universités. On traite ici, entre autres, de l'absence de mesures pour augmenter le recrutement féminin. De plus, l'Université de Montréal a une proportion plus grande de cadres, ce qui entraîne une allocation des ressources financières moins importante à l'enseignement et à la recherche.

Annie Méar, présidente du SGPUM, dit que le but des études n'était pas de reproduire celle de la revue *Maclean's*, mais d'examiner la situation au Québec. «Nos études contredisent, en partie, la leur» note-t-elle. «Il est difficile cependant de vérifier leur travail, car on ne connaît pas leur méthodologie.»

**L'Université divisée sur le choix d'un nouveau recteur**

Les semaines précédant le choix, en février, d'un nouveau recteur à l'Université de Montréal ont été tendues pour la communauté universitaire.

Il s'agissait de choisir entre deux candidats, chacun représentant une vision différente de l'avenir de l'U de M.

René Simard, actuel vice-recteur à l'enseignement et à la recherche, était opposé à Robert Lacroix, doyen de la faculté des arts et sciences sociales. M. Simard, qui commencera son mandat de cinq ans le 1er juin, était le candidat de la continuité; il promouvait aussi une vision plus humaniste de l'Université que celle de M. Lacroix. Ce dernier prônait la nécessité du rendement à l'U de M.

Selon la professeure Méar, une des suggestions controversées de M. Lacroix portait sur la modulation de la charge professorale, l'autre, sur la rémunération au mérite.

Chaque candidat avait ses «farouches partisans et le clivage était très net entre les deux camps,» selon un article du *Devoir*.

Les délibérations finales portant sur le choix du recteur ont été exceptionnellement longues. Le Conseil de l'Université de Montréal a siégé de 17 h lundi soir à une heure du matin le lendemain. Le Conseil est composé de 24 personnes, membres de l'administration, professeurs, étudiants, diplômés, gens d'affaires, membres nommés par le gouvernement provincial et deux membres choisis par l'archevêque de Montréal.

Même si le syndicat n'a pas appuyé de candidat pour le rectorat, il a pris position sur certaines politiques des candidats, affirme la professeure Méar.

«On a pensé que le scénario proposé par M. Lacroix (quant à la modulation de la charge professorale) n'était pas une bonne idée,» dit-elle. «On sait que la prise des décisions en assemblées départementales en présence des étudiants et des chargés de cours est un processus extrêmement complexe.»

Quant au choix de M. Simard, la professeure Méar exprime ses propres réserves. «On verra s'il est un bon recteur,» confie-t-elle. «Mais je ne pense pas qu'il puisse être le candidat de la continuité, car trop de changements s'imposent.»

**Les examens de français remis en question**

Près de 7 000 étudiants de l'Université du Québec à Montréal (UQAM) n'ont reçu qu'une admission conditionnelle, soit parce qu'ils ont échoué à l'examen de français préuniversitaire obligatoire ou parce qu'ils ne se sont tout simplement pas présentés pour le passer.

L'examen de français, qui est préparé par le Ministère de l'Enseignement supérieur et de la Science, a été instauré dans le système postsecondaire au printemps dernier. (À l'époque, il a été administré aux étudiants des cégeps souhaitant être admis dans une université québécoise.)

À l'UQAM, le nombre d'étudiants qui ont échoué à l'examen en mai et en septembre est à peu près deux fois plus élevé que le nombre qui ne l'ont pas passé.

Les étudiants à l'UQAM ont 16 mois après le commencement de leurs études pour réussir à l'examen. Entre-temps, ils peuvent suivre des cours de français (sans recevoir de crédit) à l'UQAM. Ils peuvent également s'inscrire à un programme de formation à distance, sans crédit, donné par la Télé-Université, le poste du réseau de l'Université du Québec.

L'Association générale des étudiants de l'UQAM (AGEUQAM) a récemment pris position contre les admissions conditionnelles liées à l'examen de français. «On trouve que c'est discriminatoire, surtout envers les étudiants étrangers qui n'ont pas le français comme langue maternelle,» explique Alexandre Sirois, le responsable à l'interne. L'AGEUQAM pense que la préparation préuniversitaire au Québec n'est pas adéquate non plus pour justifier une telle mesure.

L'AGEUQAM fait circuler une pétition contre l'examen qui compte déjà environ 5 000 signatures. «Ce que nous voulons, c'est l'emploi d'un examen de français comme moyen de dépistage,» dit M. Sirois. «Ensuite, on donnerait un cours de français à ceux qui en ont besoin. On approuve la politique de l'Université de Montréal, où les étudiants qui réussissent un cours de français après avoir échoué à l'examen gouvernemental ne doivent pas reprendre ce dernier.»

M. Sirois décrit l'examen du Ministère comme étant «un peu sévère.» 65 p. 100 des étudiants de l'UQAM ont échoué à cet examen, qui comprend la rédaction d'un texte de 500 mots.

Lise Bissonnette, dans un éditorial du *Devoir*, adresse une critique aux «jeunes activistes anti-test.» Elle dit qu'avec les admissions conditionnelles, l'UQAM est en train de rendre service aux étudiants concernés. Selon Mme Bissonnette, un tel outil permettrait à la longue d'égaliser les chances pour tous les diplômés, même ceux issus d'universités traditionnellement «populaires» comme l'UQAM.

*(Susan Gray est journaliste et traductrice pigiste qui vit à Montréal.)*

# CAUT COLLECTIVE BARGAINING CO-OPERATIVE ANNOUNCES ▼ ITS 16TH ANNUAL

OLLECTIVE BARGAINING CONFERENCE

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# LA COOPÉRATIVE DE NÉGOCIATION COLLECTIVE DE L'ACPPU ANNONCE ▼ LA 16E

ONFÉRENCE ANNUELLE SUR LA NÉGOCIATION COLLECTIVE

**du 12 au 16 juin 1993**

La 16e Conférence annuelle sur la négociation collective sera tenue au coeur des Laurentides, à l'Auberge Far Hills, à Val Morin (Québec). L'ordre du jour de la conférence de cette année sera élargi pour inclure l'Atelier des négociateur(trice)s d'expérience, comportant des réunions simultannées qui permettront de traiter les divers niveaux d'expérience des participant(e)s.
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## TRIBUNE LIBRE / COMMENTARY

# L'Université: entre obscurité et lumière

Are universities providing training or education in today's society? What is the social mission of the univcrsity, and what is it about the learning dispensed at a university that deserves the name "higher?"

Whether a university education should he something more than mere instruction or teaching is an important question. Higher education is more than just teaching. It is an education that is acquired through understanding.

The danger of a restricted approach to knowledge is that it underdevelops those who wish to "learn how to understand" by underestimating their mental ability.

It is absolutely essential that universities return to their basic mission by creating conditions that are conducive to a proper education, one which makes the development of the human mind the core of the university experience.

Important choices have to be made. Universities must, first and foremost, choose between the "raw information" paradigm and the "wisdom" paradigm.

Universities must clearly define the educational goals they wish to pursue if they are to avoid the sorts of confusions that could eventually undermine their very raison-d'être.

**Pierre Demers**

Dans notre société, l'université fait-elle oeuvre d'instruction ou d'éducation? Qu'en est-il de sa mission sociale? En quoi est-elle «supérieure»?

Il circule dans le milieu de l'éducation, une blague qui illustre bien la confusion à ce sujet. Durant la période ayant précédé le rapport Parent, il y avait au Québec un département de l'Instruction publique. Pourtant à cette époque on disait de l'école qu'elle faisait oeuvre d'éducation. Depuis qu'un Ministère de l'Éducation a été créé, plusieurs reprochent au système scolaire de ne plus faire que de l'instruction.

L'université est aussi tombée dans ce piège. L'instruction est en soi incomplète. Le concept d'éducation qui intègre le concept d'instruction peut former des agents de changement social qui peuvent aider à renouveler la société. L'instruction met la transmission des connaissances au centre de son processus par l'enseignement et les apprentissages souvent limités au plan cognitif. Par contre l'éducation transmet aussi des valeurs. Celles-ci, intégrées aux connaissances dans des expériences éducatives, viseront la formation multidimensionnelle des élèves, donc sociale, physique, mentale et spirituelle. Plusieurs doutes persistent par rapport à la mission de l'université. En effet, les tendances à professionnaliser et à spécialiser, donc à éloisonner à l'extrême, peuvent mettre en péril le rôle d'éducation. L'instruction y est, jusqu'à un certain point, subordonnée au processus d'éducation.

À l'heure actuelle, la formation universitaire est-elle de enseignement ou une éducation supérieure? Cette interrogation est d'autant plus pertinente qu'au Québec, il existe deux ministères distincts. Un à l'éducation et, depuis quelques années, un autre à l'enseignement supérieur et à la science. Y-aurait-il confusion même à ce niveau de l'organisation scolaire? Ou n'y voit-on que des institutions gouvernementales sans influence? La compréhension collective des citoyennes et des citoyens exige plus de clarté.

Cette distinction signifie-t-elle que le système scolaire fait oeuvre d'éducation alors qu'au collège et à l'Université on s'occupe davantage d'enseignement en lui-même? Cette confusion peut être lourde de conséquences car l'éducation est un but, alors que l'enseignement est un moyen parmi bien d'autres pour éduquer les gens. Si l'on ajoute à ce fouillis le modèle de la pédagogie du moule par lequel toutes et tous doivent passer en même temps par la même porte, on peut comprendre les taux de décrochage observés depuis quelques années.

L'université devrait-elle éduquer davantage qu'elle n'instruit à partir d'un quelconque enseignement? Qu'est-ce qu'une éducation «supérieure»? Ce n'est pas l'enseignement en soi, mais l'éducation vécue à travers les compréhensions qui devraient en découler qui lui donne le potentiel d'être supérieure.

Le risque d'une telle confusion dans les termes conduit à prendre la connaissance comme un but en soi, alors qu'elle n'est qu'un moyen parmi d'autres d'en arriver à une compréhension supérieure parce que plus complète, plus organisée ou encore plus articulée et davantage critique.

L'illustration des «têtes bien pleines» par rapport aux «têtes bien faites» est évocatrice à cet égard. Pensons également à la professionnalisation ou à la spécialisation excessive de certains programmes de formation. Les planificateurs de plusieurs domaines ont, de toute évidence, perdu de vue cette distinction, s'ils l'ont jamais comprise.

Beaucoup de cours sont, malheureusement, devenus «déversement de connaissance» d'un contenant à un autre. On espère, bien sûr, une intégration des compréhensions. Mais cela ne reste souvent qu'un voeu pieux. Aucune garantie n'existe.

L'université doit irrémédiablement retourner à sa mission fondamentale par la création d'un milieu vivant d'éducation supérieure qui met le développement de l'esprit humain au centre du processus universitaire. Un leadership en ce sens est primordial.

Dialogue ou anti-dialogue?

Une éducation supérieure à l'université doit dépasser le niveau purement technique de l'enseignement. Un modèle qu'on retrouve souvent dans les universités est celui de l'enseignement traditionnel qui va dans le sens d'une relation verticale (de haut en bas / du professeur à l'élève). Une personne transmet la connaissance à d'autres personnes. Pour Paulo Freire, un éducateur brésilien, cette situation crée un anti-dialogue à cause de l'absence de réciprocité dans le processus de communication.

Un enseignement respectant le modèle de dialogue se situe plutôt au niveau d'une relation horizontale et mutuelle dans laquelle la personne qui enseigne et l'élève partagent, réciproquement, cette connaissance.

C'est sûrement ce que Fernand Séguin voulait nous dire lorsqu'il affirmait qu'on «se fait beaucoup d'illusions lorsqu'on croit apprendre quelque chose aux gens». Le savoir doit plutôt être partagé et surtout, intégré par la personne qui apprend. En situation d'éducation véritable, l'enseignement est non seulement mutuel mais il est également fondé sur autre chose que la seule connaissance. Toute philosophie de l'éducation possède un engagement plus ou moins grand vis-à-vis la connaissance, les valeurs et les expériences vécues.

Pour illustrer ceci, pensons à la pédagogie vécue par les étudiants à travers leurs professeurs. Ce n'est pas parce que ces enseignants possèdent des doctorats qu'elles sont automatiquement capables de transmettre efficacement leurs connaissances.

Une éducation est dite «supérieure» à cause de la compréhension qui en découle, mais aussi à cause des modèles de communication utilisés.

Le danger d'une approche limitée de la connaissance consiste à sous-développer, en les sous-estimant, les capacités mentales des personnes qui «apprennent à comprendre». Le risque est de limiter le champ de l'apprentissage, à la mémorisation par exemple.

Toute personne humaine possède plusieurs types de capacités mentales. Le raisonnement, le jugement, la réflexion, le langage, la conscience, les idées, les pensées ou les émotions représentent autant d'outils pour saisir le monde qui l'entoure. Un médecin, par exemple, pourra apprendre davantage à travers la mort d'un proche qu'à travers des cours de psychologie du mourant. De tels cours peuvent être utiles, certes, mais ils ne sont pas des garanties de compréhension de tels phénomènes. Où classifie-t-on alors de tels autres processus mentaux dans l'apprentissage de la pratique de la médecine? Trop souvent, cela se fait au hasard. Dans tous les domaines on tombe dans cette réduction de l'expérience universitaire par une sous-utilisation du potentiel humain global. L'intégration est ici une clef importante.

Le véritable rôle de la connaissance dans une formation dite supérieure se situe à deux niveaux. C'est d'abord un outil pour mieux comprendre le monde qui nous entoure et dans lequel on travaillera. Cet outil doit aussi servir à améliorer ce monde à partir d'une perspective (profession, métier) ou d'une autre. Mais c'est surtout un outil pour améliorer l'humanité.

Des choix importants doivent être faits. L'université doit d'abord et avant tout choisir entre un paradigme de la connaissance «crue» et celui de la connaissance «sage». La recherche universitaire ne peut continuer à ne servir qu'une fin d'accumulation de la connaissance. Elle doit nourrir l'enseignement et la compréhension collective qui en découle. On doit tendre vers cette éducation fondamentale à travers une formation supérieure à l'université.

L'université doit réussir à bien définir les buts éducatifs qu'elle poursuit afin d'éviter de telles confusions qui ne la mèneront qu'à sa disparition graduelle.

*Pierre Demers est professeur à l'Université de Sherbrooke depuis 18 ans. Il y enseigne la sociologie aux facultés d'éducation physique et d'éducation.*

*Il est très engagé dans le processus de réflexion critique en éducation physique. En 1991, les Presses de l'Université d'Ottawa ont publié son premier livre intitulé: Pour vivre mieux: Une nouvelle éducation corporelle.*

*Il a rédigé plusieurs articles d'analyse critique traitant du développement de l'éducation physique au Québec. Le bulletin Intracom, qu'il a créé et développé pendant 15 ans (1978-1993), est devenu un outil pédagogique de base pour toute personne étudiant dans ce domaine. Cette publication sera recyclée, à partir de septembre 1993, en un bulletin d'analyse critique du rôle de l'éducation dans la société.*

*Présentement il s'intéresse à l'analyse critique de l'université dans la société et il publie des articles à ce sujet.*

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# CAUT BOOKSHELF / LE COIN DES LIVRES

## *Henry Marshal Tory, A Biography*

**by E.A. Corbett**
**University of Alberta Press, 1992**
**Reprinted with an introduction by Doug Owram**
**Originally published as *Henry Marshal Tory: Beloved Canadian***
**Ryerson Press, 1954**

Too few of us in the modern university remember — if, indeed, we even knew — this remarkable man, Henry Marshal Tory. In reprinting this 1954 biography, the University of Alberta Press and all those associated with the project have served Canadian universities well.

Tory's list of achievements is impressive. After earning his doctorate in mathematics and physics from McGill, he taught there for two decades. He assisted, as the McGill representative, in the founding of what was to become the University of British Columbia.

He became the founding president of the University of Alberta and directed the growth of that institution for 20 years. After reaching the age at which most persons retire he served as the (unpaid) president of Carleton College in Ottawa.

Tory was instrumental in starting what became the Alberta Research Council and was also the first chairman, and later president, of the National Research Council. During World War I, he helped to organize and became administrator of the Khaki University which served Canadian soldiers overseas. And in his spare time, he served on a series of royal commissions and on numerous boards and agencies.

E.A. Corbett, who worked with Tory at the University of Alberta, has produced a thoughtful record of these accomplishments. In the foreword to the original biography, Robert C. Wallace, Tory's successor as president at the University of Alberta, observes that Tory was "essentially a builder," interested in founding institutions and seeing them grow. He was not interested in being a caretaker administrator.

This biography records accomplishments. Sandy McTaggart, current chancellor of the University of Alberta, in the foreword to the revised edition, describes the volume as "nostalgic biography." He notes that our current society no longer believes in heroes. Corbett would acknowledge Tory as a hero, but this is much more than hero worship.

Corbett reflects on the qualities which made the builder successful. Whether Tory was building a university to respond to the needs of an emerging province or a research institution to assist a province or a nation in responding to precedented prosperity (in the twenties) or unprecedented hardships (in the thirties), Tory knew that a public institution must be accountable to public needs and popular dreams. One senses that Tory would have little difficulty in responding to current advocates of accountability.

As builder, Tory assiduously sought out what the public wanted and then designed the institution to respond. He demonstrated, at the University of Alberta at least, a formidable skill in recruiting staff members who could adapt their abilities to a university which emphasized extension work as well as classroom work.

But Tory recognized the limits of public influence. His revisions to the University Act clearly limited the role of the publicly appointed governors to financial affairs; the academic planning of the university must be the domain of the academics. Similarly, research councils must respond to, and be seen to respond to, public needs, but must be administered by and for scientists.

In his introduction to the reissued edition of Corbett's biography, Doug Owram suggests Tory was successful because he embodied the same qualities of populism and progressivism which resulted in the progressive influence in the value system of Western Canada and its political representatives. He suggests, moreover, that Tory can best be understood as, philosophically, a Christian idealist, the faith making the man.

Corbett's biography was published in 1954. The book reflects an era which looked for leadership and explained the qualities of leaders in terms of family, of faith and of education in contrast to a later era which identifies victims and classifies them in terms of class, race and gender. Corbett describes those community values (and the individual responsibility for those values) which provided for Henry Marshal Tory a mission to build.

In the process, however, Corbett gives us only the public man. Writing long before the days of Norman O. Brown and Erik Erickson, Corbett did not feel it necessary to describe either the private affairs of the man or to engage in any introspection into his person.

One wishes for more than a record of success in dealing with politicians. Corbett hints at the enemies made in the process of building but gives little detail. When a former opponent in Alberta, R.B. Bennett, then in a position of authority as prime minister, fails to extend Tory's presidency of the National Research Council, Corbett records the fact, but gives no history of the relationship.

Corbett subtitled his edition of the biography, "Beloved Canadian." Corbett was one of many of the outstanding individuals Tory recruited whose loyalty and respect formed the basis of a successful university. But the nature of the relationship between Tory and his recruits is not a part of this biography.

Even the two chapters on "The educator in public life" and "The scientist and philosopher" are limited to recording the breadth of a formidable intellect, but reveal little of the person.

To want more than Corbett gives in no way diminishes the value of what is provided. This is a thoughtful biography of a man whose record is unparalleled as a builder of universities. It is worth remembering.

*(Review by Gordon Unger, Executive Secretary, Association of Academic Staff: University of Alberta)*

## *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*

**Mark P. Zanna and John M. Darley, editors**
**Random House, 1987**

This book, sponsored by the Society for the Psychological Study of Social Issues, is an effort by several psychology professors (with the exception of Zanna, all from the U.S.), to provide insider advice on a variety of practical academic matters. The editors' stated purpose is to help young academics "understand the rules of the game," rules which they feel have "not been communicated explicitly or systematically to senior graduate students and beginning faculty members."

Chapters are provided on job hunting techniques, time and career management in the early years of employment, tips on teaching and research, relationships between professors and graduate students, obtaining research grants and writing journal articles.

The authors draw their examples from their own discipline, with the rider from the editors that findings "must be qualified in terms of the context in which the reader finds himself or herself." Some of the chapters — on the hiring process, tips on teaching, career management and understanding power within departments — have more of a general application and feel, than the others. The chapters on research and writing are at times dominated by discussions of data analysis and how to conduct experiments on human subjects. The latter issue may not be as important for some social scientists outside the field of psychology.

The authors' psychological focus permits them to offer some useful advise on matters such as how to best structure lectures, tutorials and examinations (in the context of research on students' attention spans and anxieties) and on how to conduct oneself during job interviews and presentations.

A chapter entitled "Controlling One's Career," by Shelley Taylor of UCLA and Joanne Martin of Stanford, was probably the most wide-ranging chapter and was written in such a way that it could stand alone as a source for the young professor. They provide interesting and friendly advice on time management, preparing to teach new courses, maintaining a steady flow of research projects at different stages of completion and also on how to maintain some perspective and order during the very busy first years of teaching.

The main difficulty with the book seems rooted in some confusion about just when the young social scientist should engage in a number of these activities. Many chapters seem to suggest that publication of articles and the focus on developing teaching should take place after one has been hired. Yet, there is a perception among graduate students that in most cases, publications and teaching experience are usually essential in order to even get an interview. This matter is not clearly discussed.

The focus is more on the process of applying for the job than on the volume of academic capital and resources you should bring with you before you try to enter that process. There is almost nothing about the appropriate scope and nature of a Ph.D. thesis, a matter that has everything to do with employment prospects and when you will be available for employment.

Similarly, there is little discussion about what the graduate student should aim to gain from research and teaching assistantships, the significance of these experiences for employers, how much time the graduate student should spend on such matters and the diversity of teaching and research experience that one should attempt to obtain. These are all matters which may be self-evident to an insider and some might say that they are relatively unimportant in the scheme of things, but they are matters which intrigue the uninitiated.

The actual completion of the thesis is another matter dealt with unsatisfactorily. In their introductory chapter, the editors provide some conflicting advice on this issue. First, they note a tight job market with many applicants vying for few positions. Second, they state that research findings presented to the hiring committee should generally be complete rather than in progress. But at the end of their chapter, they note that the applicants' first act after being hired as an assistant professor should be to finish their thesis. The conclusion one could infer from the chapter is that in order to apply one should have a "substantially completed" thesis, but more clarity would have been helpful.

Notwithstanding these concerns — which are those of a graduate student rather than an assistant professor — *The Compleat Academic* is a valuable source of information for the young social scientist. There is a lot of practical information here on some important elements of the academic process. Furthermore, while it is a collected work, it reads almost as smoothly and coherently as a single author study, which is a credit to both the contributors and the editors.

*(Review by J. Mark Langdon, Dept. of Political Studies, Queen's University)*

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# CLASSIFIEDS/ANNONCES CLASSÉES

*As a service to CAUT members interested in positions available in other countries, the* ***Bulletin*** *accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the Association of American University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at universities ouside of Canada. CAUT publishes a list of universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, Suite 500, 1012 - 14th. St. N.W., Washington DC 20005; tel: 202-737-5900.*

*Le Bulletin accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. À l'exception des États-Unis où l'Association of American University Professors enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettent de vérifier la situation de la liberté universitaire dans les universités étrangères. Deux fois par année, l'ACPPU publie une liste d'universités faisant l'objet de censure par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th. St. N.W., Washington, DC 20005; tél: (202) 737-5900.*

## CAUT/ACPPU BULLETIN

Advertisements which state a deadline date for submission of applications that is before the 30th of the month of publication cannot be accepted

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual preference, social origin, or political beliefs of affiliation. CAUT expects that all positions advertised in the Bulletin are open to both men and women. Advertisements using gender specific language will not be accepted except when the language has been mandated by Human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the Bulletin with a statement as to these reasons.

Ne peuvent être acceptées les annonces qui mentionnent une date limite pour la reception des demandes avant le 30 du mois de publication.

L'Éditeur n'accepte pas d'annonces de postes d'administration ni d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi sur les droits de la personne ne le permettre. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédactrice du Bulletin une déclaration énoncant ces raisons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 100 persons or more and who want to bid on federal contracts (including research contracts) of $200,000 or more must commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applications for some positions advertised in the CAUT Bulletin may be asked to provide information of a confidential nature.

Beaucoup d'universités canadiennes se sont jointes au programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services du gouvernement fédéral qui emploient au moins 100 personnes et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'au moins 200 000 $ doivent s'engager, comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige que l'on supprime tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la formation des femmes, des aborigènes, des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidat(e)s à certains postes annoncés dans le Bulletin de l'ACPPU de fournir des renseignements à caractère confidentiel.

### ACCOUNTANCY

**UNIVERSITY OF WATERLOO - School of Accountancy.** Applications are being invited for a tenure track faculty position at the Assistant Professor rank from those with teaching and research interests in (1) financial accounting, (2) finance, (3) management accounting and information systems, (4) auditing and attestation, (5) taxation. PhD or equivalent. Salary commensurate with qualifications and experience. Appointment effective July 1, 1993. Send resumes to the Director, School of Accountancy, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The availability of this position is subject to budgetary approval. It is the intention of the University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. The University of Waterloo encourages applications from qualified women and men, members of the visible minorities, native peoples, and persons with disabilities.

### ANIMAL SCIENCE

**UNIVERSITY OF ALBERTA - Women's Faculty Awards, The Department of Animal Science.** The University of Alberta invites applications from women of outstanding achievement and potential in research and teaching for nomination for an NSERC Women's Faculty Award. In compliance with NSERC guidelines, the applicant must be a Canadian citizen or landed immigrant. A PhD obtained within the last 5 years and postdoctoral experience are required. The Department is seeking qualified candidates in areas of existing strength. Preferred areas of research include animal biochemistry, cellular/molecular biology, nutrition/metabolism, and endocrinology/reproduction. Applicants should submit a curriculum vitae, one copy each of NSERC form 214 (Personal data form) and form 101 (Application for a Research Grant), the names and addresses of 3 referees, and available reprints to: R.J. Christopherson, Acting Chair, Dept. Animal Science, University of Alberta, Edmonton, T6G 2P5, Canada, by April 30, 1993. Preliminary inquiries are welcome: (403) 492-3232, Fax (403) 492-9130. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

### ANTHROPOLOGY

**WILFRID LAURIER UNIVERSITY. The Department of Sociology and Anthropology** is advertising a one-year, limited-term appointment in social anthropology. The occupant of this position will replace an individual on sabbatical leave. The applicant should possess a Ph.D. or be very near the end of his/her doctoral work. Ability to teach Introduction to Sociocultural Anthropology as well as a course on Gifts, Exchange and Production in Traditional Societies is essential. In addition, the individual should possess competence in one or more of the following subdisciplines: political anthropology and/or political economy; symbolic anthropology, including the anthropology of religion; folklore. Geographical specialization open. Evidence of superior ability in teaching must be provided, given that we need someone who can handle large as well as small classes. This advertisement is directed in the first instance to Canadian citizens and permanent residents. The University is committed to employment equity policies. Applications will be accepted until the position is filled. Send applications to: Dr. Andrew Lyons, Anthropology Coordinator, Department of Sociology and Anthropology, Wilfrid Laurier University, 75 University Avenue West, Waterloo, Ontario, N2L 3C5.

### ANTHROPOLOGY & ARCHAEOLOGY

**UNIVERSITY OF SASKATCHEWAN - Department of Anthropology and Archaeology.** Applications are invited for a tenure-track position in Northern Plains archaeology at the rank of Assistant Professor effective September 1, 1993. Candidates should specialize in prehistoric archaeology with expertise in at least one of the following areas: geoarchaeology, ethnoarchaeology, analytical techniques, or paleoenvironmental studies. The department has a strong commitment to public archaeology centered at the off-campus Wanuskewin Heritage Park Laboratory. A demonstrated record of working with the Native community would be desirable. The candidate will be required to teach undergraduate and graduate courses and to conduct research in areas of specialization. In accordance with Canadian immigration requirements, preference will be given to Canadian citizens and permanent residents. Other qualified applicants are encouraged to apply. The University of Saskatchewan is committed to the principles of employment equity. Women candidates, candidates of aboriginal descent and other minority groups are especially encouraged to apply. Applicants should submit a curriculum vitae, reprints of publications, and arrange to have three letters of reference sent by May 1, 1993 to: Dr. Ernest G. Walker, Department of Anthropology and Archaeology, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

### ARCHITECTURE

**CARLETON UNIVERSITY - School of Architecture.** Applications are invited for a full-time position at the rank of Assistant Professor to begin July 1, 1993. Candidates should have a professional degree in Architecture including degrees at the Masters level or higher, and will be evaluated on the basis of demonstrated ability in teaching, professional practice and/or research. A background or specialization in technology is required. In addition to Design Studios, this candidate would be asked to teach courses on lighting, acoustics and/or environmental controls. The candidate should come with creative ideas about the integration of environmental technologies into the studio curriculum. She or he should also have a knowledge and enthusiasm for computers and software. Applications, including a curriculum vitae, copies of publications and/or design work and the names of three references should be sent to: Benjamin Gianni, Director, School of Architecture, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6. Salary will be commensurate with experience and qualifications. Application deadline, April 30, 1993. In accordance with the Department of Employment and Immigration, this advertisement is directed particularly to Canadian citizens and permanent residents. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities and disabled persons. To work toward gender parity among the faculty, priority will be given to qualified women candidates. This position is subject to budgetary approval.

### ARCHITECTURE & ENVIRONMENTAL STUDIES

**UNIVERSITY OF MANITOBA - The Departments of Architecture and Environmental Design** are seeking a candidate for a tenure track position at the rank of Assistant Professor, commencing July 1st, 1993, (subject to budgetary authorization). The candidate must possess a graduate degree with a first professional degree in architecture, and be qualified to teach design and construction at both undergraduate and graduate levels. The scope of the Faculty's education, research and service endeavours is the human environment. It is the broad interface between the natural environment and the design and making of the liveable environments for human habitation. Our two undergraduate programs in environmental design and interior design and the three graduate programs in architecture, city planning and landscape architecture, collectively emphasize critical and instrumental knowledge and embrace humanistic, artistic and technical aspects of the human environment; its design and form, techniques and technology, cultural, ideological, environmental and sustainability determinants, and professional and social responsibilities. Preference will be given to candidates interested in participating in this development of the integrated technology/design studio sequence, and who can demonstrate strong academic and professional experience in linking architecture and structural design. Applicants should have experience in studio teaching with computer aided design and be able to play an instrumental role in giving advice on structural issues as they relate to the Comprehensive Exam (Thesis) program for graduate students. The incumbent should have a strong background in architectural practice and an active research program. A broad based national and/or international record of professional and research activity would be an asset. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal people and persons with disabilities. The University provides a smoke free work environment, save for specially designated areas. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants should submit a letter of application, a curriculum vitae and arrange for three letters of reference to be sent by May 15, 1993 to: Professor Ian MacDonald, Chair, Search Committee, Faculty of Architecture, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2. Telephone: (204) 474-6424 & Fax: (204) 275-7198.

### ATMOSPHERIC CHEMISTRY

**YORK UNIVERSITY. Faculty of Science. Department of Chemistry.** A permanent full-time position of Senior Research Associate, to work closely with the newly appointed Guy Warwick Rogers Professor of Atmospheric Chemistry to establish a research effort focusing on the development and application of optical measurement techniques for the study of the chemistry of the atmosphere. Candidates must have a PhD in Chemistry or Chemical Physics, with a minimum of 3 years post-doctoral experience in a university or research institute. A strong background in physical chemistry, vibrational and electronic spectroscopy, and atmospheric science is required, as is experience in the use of tunable diode laser and Fourier Transform spectrometers under field conditions for measurement of atmospheric trace gases. Experience with lime resolved FTIR would be advantageous. Applications, including a resume and the names of three referees, should be sent to: Prof. D.R. Hastie, Department of Chemistry, Faculty of Science, York University, North York, Ont. M3J 1P3. Closing date for applications is May 15, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian Citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women faculty.

### BIOLOGICAL SCIENCE

**UNIVERSITY OF GUELPH - College of Biological Science.** Pre- and post-doctoral positions for training in the Molecular Biology of transcriptional control with special emphasis on RNP complexes and biogenesis of ribosome particles in eucaryotic systems. Studies of this laboratory are directed to examining molecular events which occur during changes in growth rate and differentiation. Teaching opportunities available. Stipends for post-doctoral fellows are $23,000 to $30,000 and according to departmental guidelines for pre-doctoral fellows. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women. Please send resume and names of three references to: Bruce H. Sells, College of Biological Science, University of Guelph, Guelph, Ontario, Canada N1G 2W1. We thank all applicants for their interest but wish to advise that only those selected for an interview will be contacted.

### BIOLOGY

**TRENT UNIVERSITY: The Biology Department** invites applications for a 10-month, limited-term position as Assistant Professor during the academic session, August 1, 1993 - July 1, 1994 for an Ecologist/Cell Biologist, able to teach 1) a full course in cell biology at the second-year level; 2) the field and applied ecology section of a full-year general biology course; and, 3) a one-semester course at the third-year level in cell biology (preference of topic: Molecular Genetics). As well there will be a need to participate in supervision of senior level students and to carry some departmental administration duties. Applicants should have research experience in aspects of cell biology and ecology, as well as relevant teaching experience. Preference will be given to candidates with a Ph.D. Curriculum vitae and names of two referees should be sent to the Chair, Department of Biology, Trent University, Peterborough, Ontario, Canada K9J 7B8, by May 15, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Trent University is an employment equity employer and especially invites candidacies from women, aboriginal peoples, visible minorities and disabled persons.

### BIOMECHANICS

**UNIVERSITY OF CALGARY - Research Associates.** Two Research Associate positions available immediately for: Connective Tissue Biomechanist to contribute to ongoing investigations of the role of mechanical factors in the healing of soft tissue injuries. Qualifications: PhD in Kinesiology or Exercise Science, with emphasis on connective tissue biomechanics; three years' postdoctoral training, and experience in small animal surgery and in vivo testing of connective tissues. Clinical experience preferred to facilitate interactions with clinical members of the Research Group. Bioengineer with expertise in the biomechanics of connective tissue to work closely with other engineers and members of the medical faculty. Postgraduate qualifications in computational and finite element modelling in engineering mechanics; postdoctoral training; and graduate and undergraduate teaching experience required. Expertise required in finite elements, as well as biomechanics, with detailed knowledge of biomechanical testing and design of testing equipment for soft tissues, ligaments, and remodelling of tissues. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. These term positions are funded from external sources and are not University support staff positions. Please submit a curriculum vitae and the names of three referees by April 30, 1993, to: Dr. C.B. Frank, Joint Injury and Arthritis Research Group, Department of Surgery, The University of Calgary, 3330 Hospital Drive N.W., Calgary, Alberta T2N 4N1.

### BIOSTATISTICS

**UNIVERSITY OF MANITOBA - The Department of Community Health Sciences,** University of Manitoba, invites applications for a tenure track position at the Assistant Professorship level in Biostatistics effective July 1, 1993. Applicants should possess a Ph.D. in Biostatistics or a closely related discipline, or a M.Sc. with an extensive publication record, have an established research record and a strong commitment to teaching. Expertise in longitudinal studies and the management and analysis of large data bases would be an advantage. Duties will include teaching in the undergraduate and graduate programs offered by the Department, as well as independent and collaborative research with a consultative role in the Biostatistical Consulting Unit, based within the Department of Community Health Sciences. Salary will be commensurate with qualifications and experience. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal people and persons with disabilities. The University offers a smoke-free environment, save for specially designated areas. This advertisement is directed to Canadian citizens and permanent residents. Recruitment of this position is subject to budgetary approval. Please send curriculum vitae and the names and addresses of three referees to: Dr. T.H. Hassard, Director, Biostatistics Unit, Department of Community Health Sciences, University of Manitoba, 750 Bannatyne Avenue, Winnipeg, Manitoba, R3P 0E2. Fax (204) 772-8748 by May 1, 1993.

### BUSINESS ADMINISTRATION

**UNIVERSITY OF MANITOBA - The Department of Business Administration** at the University of Manitoba is seeking qualified candidates for a tenure-track position in Business Policy/Strategic Management at the Assistant/Associate Professor rank. Salary and rank are dependent on qualifications. Candidates should possess a Ph.D. in Business Policy, or be very close to completion. The Business Policy area is responsible for delivering the undergraduate and MBA capstone courses in Business Policy. Applicants must have the ability to integrate the core knowledge in the business disciplines. Both teaching and research are integral to the position. The position is subject to budgetary approval. The Department of Business Administration has 23 members in the areas of organizational behaviour, human resource management, industrial relations, and business policy. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal people, and persons with disabilities. The University offers a smoke-free environment, save for specially des-


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ignated areas. Priority consideration will be given to Canadian citizens and permanent residents. Applications (including a resume and the names of three references) should be received by May 15, 1993, and should be sent to: Dr. Frederick A. Starke, Chair, Search Committee, Department of Business Administration, Faculty of Management, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

**NIPISSING UNIVERSITY - Bachelor of Buelness Administretion.** Nipissing University invites applications for a 1-ermonth Sabbatical replacement in the Bachelor of Business Administration program. Appointment begins August 1, 1993. Minimum Qualifications: M.B.A. and/or professional accounting designation (i.a., C.A., C.M.A., C.G.A.). The successful candidate will be required to teach introductory and intermediate courses in financial and management accounting. Salary and rank are commensurate with qualifications and experience. Closing date: April 30, 1993. The university is committed to employment equity policies, and welcomes applications from qualified women, visible minorities and aboriginal people. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send curriculum vitae and the names of three referees to: Professor Robert Bergqvist, Chair, Professional Programs Division of: Nipissing University, Box 5002, North Bay, Ontario P1B 4T1; Telephone (705)474-3450, extension 4234.

**UNIVERSITY OF NEW BRUNSWICK: The Faculty of Administration** invites applications for a one-year term position in Industrial Relations. The candidate should also have the abilllty to leech Human Resource Management topics. PhD qualified applicants are preferred, but a term position at the rank of Lecturer may be available for an applicant holding an MBA degree. Persons with tenured positions elsewhere may apply lo visiting appointments. The appointment will be effective July 1, 1993. Successful candidates will leach in the BBA and MBA programs and carry out research in their disciplines. Salary is compallitive at all ranks. (The position is subject lo budgetary provisions). Submit curriculum vitae and names and eddresses of three referees lo Dr. Ronald G. Slorey, Dean, Faculty of Administration, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, Canada, E3B 5A3. Applications from female candidates are particularly welcome. The University of New Brunswick is commilled to the principle of employment equity.

## BUSINESS ADMINISTRATION & COMMERCE

**CONCORDIA UNIVERSITY - Commerce and Administration.** Applications are invited for limited term and visiting positions in Accounting, Decision Sciences & Management Information Systems, Finance, Management, and Marketing starting 1 September 1993, subject lo budgelary approval. Appointments will be made al the rank of Lecturer for limited term positions, and, depending upon qualifications and experience, up to the rank of Professor for visiting positions. Qualifications: e) for limited term appointments, master's degree with relevant professional designation where appropriate, b) for visiting appointments, Ph.D. and strong research record. Salaries are competitive and will be commensurate with qualifications and experience. Applicants for limited term positions will be expected to teach up to three courses per term; applicants for the visiting positions will be expected to teach up to two courses per term. In accordance with Canedian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Concordia University is committed to employment equity and encourages applicelions from women, aboriginal peoples, visible minorities and disebled persons. All oiher things equal, female candidales shall be given priority. Applications accepted until positions filled but should be submitlted by 31 May 1993. Send apolications, including a curriculum vitae, a statement of teaching and research interests (as appropriate) and the names of two referees lo: Dr. Christopher A. Ross, Dean, Faculty of Commerce and Administration, Concordia University, GM 403, 1455 de Maisonneuve Boulevard Wesl, Montreal, Quebec, H3G 1M8.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND - The Faculty of Business Administration** is seeking tenure track applications in the areas of Finance, Marketing, Industrial Relations and Accounting. Occasionally, contractual and visiting positions are available. Exceptional candidates may be hired in other functional areas. Appointments are possible at all ranks. Employment dates are flexible, and salaries are competitive and depend upon qualifications and experience. Tenure-track applicants should hold a doctoral degree in business or be near completion. The Faculty has institutes in the areas of small business and managamani development. In accordance with Canadian Immigration requirements this advertisement, in the first instance, is directed to Canadian citizens and permanent residents. Memorial University is commited to employment equity. Please send 2 copies of your CV to: Dr. Rick Roskin, Dean, Faculty of Business Administration, Memorial University of Newfoundland, St. John's, NF Canada A1B 3X5. Telephone: (709) 737-8851; Fax: (709) 737-7680.

## CANADIAN STUDIES

**MOUNT ALLISON UNIVERSITY - Centre for Canadian Studies.** Applications are invited for a one-year term position, commencing on July 1, 1993. An applicant should have a Ph.D. or be near completion. Candidates having experience with an interdisciplinary approach to the study of Canada will have an advantage. Duties will include research and the teaching of one general introductory course and two eddilional third or fourth year courses. This appointment will be at the rank of Lecturer or Assistant Professor. The 1992-93 salary range for Lecturer is $28,019 lo $40,319 and for Assistant Professor is $34,169 lo $48,008. An application including a curriculum vitae and three letters of reference should be sent lo: Dr. T. Craig, Acting Director and Chair of the Search Committee, Centre for Canadian Studies, Mount Allison University, Sackville, N.B. E0A 3C0. The closing data for receipt of applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizans and permanent residents. Applications are encouraged from minority groups and both genders.

## CARDIOLOGY

**THE UNIVERSITY OF WESTERN ONTARIO - The Division of Cardiology of the Department of Medicine** at the University of Western Ontario, is seeking an academic interventional cardiologist for a full time faculty position at Victoria Hospital. This teaching hospital is a major tertiary cardiac centre with a full range of invasive and non-invasive cardiac facilities, a cardiac surgery program and an active interventional cardiology program. The successful applicant will have post-fellowship training and experience in coronary angioplasty and other interventional techniques such as atheiectomy and stents, and interest in new device evaluation and the capacity lo develop and sustain a collaborative clinical research program in this or a related field. Defined participation in the teaching and clinical programs of the Division will be required. Candidates must be FRCPC certified (or equivalent) and be eligible for licensure in the province of Ontario. Academic rank, salary and contractual arrangements will be commensuraie with experience and qualifications. In eccordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aborigenal peoples and persons with disabilities.

**McMASTER UNIVERSITY - Assistant Professor in Chemistry and Physics of Materials.** McMaster University invites applications for a tenure-stream joint appointment in the Departments of Chemistry, and Physics and Astronomy. This position is in support of its "Theme School on New Materials and Their Impact on Society". Theme Schools are a McMaster initialrve in innovative undergraduate education which will involve undergraduate students from all faculties of the University in an interdisciplinary program focused on a theme arising out of lacully research. The successful candidate will initially be appointed as a "21st Century Fellow", and, for the first three years, half of her or his teaching will consist of shared responsibility for the development and teaching of a course, 'Materials of the Future". The Fellow will also be expected to conduct an active research program in the Chemistry and/or Physics of Materials. McMaster maintains a strong interdisciplinary program in materiels research, including extensive central facilities and joint programs managed by its Institute for Materials Research. McMaster is also a major participant in the Ontario Centre for Materials Research. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. McMaster University is committed to building a diverse faculty and especially encourages women and members of other underrepresanted groups to apply. Please forward your application including your C.V., publication list, a short statement of research and teaching interests, and arrange to have at least three confidential letters of reference sent directly to Dr. J.E. Greedan, Institute for Materials Research, McMaster University, Hamilton, Ontario, L8S 4M1, Canada. Consideration of applications will begin after April 1, 1993, but the position will remain open until filled.

**THE UNIVERSITY OF BRITISH COLUMBIA - Department of Chemistry, NSERC Woman's Faculty Award.** The Department of Chemistry, University of British Columbia, is pleased to nominate a candidate for the NSERC Women's Faculty Award in 1993. A Ph.D., (postdoctoral experience), and a strong research track record are required. The successful candidate will be expected to leach chemistry courses at the undergraduate level and graduate level and to develop a vigorous and creative research program. Applicants from all areas of chemistry and chemicel physics are encouraged to apply. In accordance with NSERC guidelines, this advertisemani is directed lo Canadian citizens and permanent residents only. UBC welcomes qualified applicants, especially abomjnal peoples, visible minorities and persons with disabilities. Application packages should consist of a curriculum vitae, list of publications, summary of research interests, a datailed research proposal, and the namas and addresses of at least three references. The applicant should arrange for the complete application package and the lellars of reference to be sent before June 1st, 1993, directly to: Professor M. Blades, Chairperson, Future Appointments Committee, Department of Chemistry, University of British Columbia, 2036 Main Mall, Vancouver, British Columbia V6T 1Z1.

## COMPUTER SCIENCE

**THE UNIVERSITY OF OTTAWA, Department of Computer Science,** invites applications for a one-year position, subject lo budgelary approval. A Ph.D. in Compuler Science or closely related discipline is required, along with strong potential in research and teaching. Preference will be given to bilingual candidates in the areas of databases, operating systems, and programming languages. Candidates should indicate if they are able to leach in French, or English, or both. The Department offers Bachelor, Master, and Ph.D. degree programs. It has well-established research groups in algorithms and complexity, artificial intelligence, simulation, software engineering, telecommunications. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. To apply, send a curriculum vitae (including research and addresses of three references) to Luigi Logrippo, Chair, Department of Computer Science, University of Ottawa, Ottawa, Ontario, K1N 6N5.

**L'UNIVERSITÉ D'OTTAWA, Département d'informatique,** recrute présentement un(e) professeur(e) pour un poste d'un an, sous réserve d'obtention de fonds. On demande un doctorat en informatique (de préférence) avec un excellent potentiel en dans la recherche et l'enseignaneni. Les candidat(e)s bilingues dans les domaines de bases de données, de systèmes d'exploitations, et langeges de programmation, seront préférés. Les candidat(e)s sont pné(e)s de mentionner s'ils/elles peuvent enseigner en anglais, en français, ou dans les deux. Le département olire des programmes en informatique aux niveaux de baccalauréat, maîtrise, et doctoral. Il y e des groupes de recherche bien établis dans les domaines des algorithmes et complexité, intelligence artificielle, simulation, génie du logiciel, télécommunications. Conformément aux exigences prescrites en matière d'immigration au Canada, cal avis est destiné aux citoyens canadiens et aux résidents permanents. Envoyez votre curriculum vitae (avec les noms et adresses de trois références) à. Luigi Logrippo, Directaur, Département d'informatique, Université d'Ottawa, Ottawa, Ontario, K1N 6N5.

**UNIVERSITY OF WATERLOO - Department of Computer Science.** The University of Waterloo invites applications for two tenure-track faculty positions in Compuler Science. The Department is looking for candidates in compuler graphics and candidates in algorithms and data structures. In computer graphics, the incumbent will be an active contributor to the Computer Graphics Laboratory and provide laadership in core areas such as information visualizetion, rendering or user interfaces. In algorithms, the incumbent will complement ongoing research activities within the Data Structuring Group, especially in the design and analysis of efficient algorithms for managing data. A Ph.D. in Computer Science or equivalent is required, with avidence of outstanding research accomplishments or potential. Candidates at all levels of experience are encouraged to apply. Rank and salary will be commensuiate with experience. The Department of Computer Science compises over 40 lull-time faculty membars engaged in research and leaching covering a broad spectrum. The Department and its research laboratories are housed in the new 300,000 sq. ft. William G Davis Computer Research Cantie. The Department is a key participant in ITRC: Information Technology Research Centre (a Centre of Excellence lunded by the government of tha Province of Ontario) that supports basic and applied research in information technology. Applications should include a curriculum vitae and the names of lhree references and should be directed lo tha cheir: Professor Frank Tompa, Daparlment of Computer Science, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1; fwtompa@uwaterloo.ca. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

**UNIVERSITY OF WATERLOO - Department of Computer Science.** The University of Waterloo invites applications for a one-year definite lerm lecturing position in Computer Science with possibility of renewal. The Department is looking for candidates in numerical analysis who will participate in teaching courses related to scientific computation at the intermediate and advanced undeigraduate level. Evidence of leaching skills is required, and a Ph.D. in Computer Science or equivalent is an asset. Candidates can expect lo be appointed at the rank of lecturer or assistant professor, depending on qualifications. Effective data of appointment January or May 1993. The Department of Computer Science comprises over 40 lull-time faculty membars engaged in research and leaching covering a broad spectrum. The Department and its research laboratories are housed in the new 300,000 sq. ft. William G Davis Computer Research Cantie. The Department is a key participant in ITRC: Information Technology Research Centre (a Centre of Excellence lunded by the government of tha Province of Ontario) that supports basic and applied research in information technology. Applications should include a curriculum vitae and the names of lhree references and should be directed lo tha cheir: Professor Frank Tompa, Daparlment of Computer Science, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1; fwtompa@uwaterloo.ca. In accordance


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In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and landed immigrants.

Candidates should submit their curriculum vitae in confidence by **May 15, 1993** to:

**Dr. C. David Naylor, CEO**
**Institute for Clinical Evaluative Sciences**
**Sunnybrook Health Science Centre**
**2075 Bayview Avenue, Room A443**
**Toronto, Ontario**
**Canada, M4N 3M5**

ICES



University of Waikato
Te Whare Wānanga o Waikato
Hamilton, New Zealand

## LECTURESHIP/SENIOR LECTURESHIP IN LEISURE STUDIES

The Bachelor of Leisure Studies is a new degree within the School of Education offered for the first time in 1993. The University is seeking applications from suitably qualified people with teaching and research interests in the following areas.

**Leisure Theory**

Applicants should have a strong sociological background which includes an understanding of leisure and human behaviour and the nature of leisure in the society.

**Leisure Management**

Applicants should have a strong academic background in leisure management with expertise in one or more of the following: Leadership and Programme Development; Economics of Leisure; Social and Public Policy; The Promotion of Community Leisure including the Arts, Sport, Urban Recreation and Outdoor Recreations.

**Psychology of Leisure**

Applicants should have a strong academic background in social psychology with an interest and some professional involvement in exercise, leisure, fitness, recreation or sport.

Applicants must be prepared to contribute to the development and teaching of new courses, initially at the undergraduate level, and later take an active role in the development of a graduate programme. Some community teaching may be required as part of the University's distance education programme. It is expected that applicants will have completed a doctorate, have previous teaching and research experience in the relevant area and a willingness to continue with research in their specialised field.

The current salary range for Lecturers is NZ$37,440 - NZ$49,088 and for Senior Lecturers is NZ$52,000 - NZ$67,080 per annum.

Enquiries of a general nature can be made to Associate Professor Peter Ramsay (tel [64 7] 8562889, fax [64 7] 8567665). All more detailed and specific enquiries will be referred to Bevan Grant. Information on the method of application and conditions of appointment can be obtained from Academic Staffing (Personnel), The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel (64 7) 856 2889, fax (64 7) 856 0135). Applications quoting reference number A93/4 should reach Academic Staffing, Personnel by **30 April 1993**

Places for appointees' children may be available in the creche run by the Campus Creche Society (Inc). Equal Opportunity is University policy.



*The* UNIVERSITY *of* WESTERN ONTARIO

## PRESIDENT & VICE-CHANCELLOR

The University of Western Ontario invites applications and nominations for the position of President & Vice-Chancellor.

The University of Western Ontario is one of Canada's oldest and most diversified academic institutions with over 26,000 students in 17 faculties and schools. Faculty and staff total nearly 3,750, and the total University budget for 1993-94 will be approximately $430 million. The City of London, located in the centre of southwestern Ontario, offers a progressive and challenging working environment, an outstanding quality of life, and excellent leisure facilities relative to other large Canadian cities.

The President & Vice-Chancellor, as chief executive officer of the University, is accountable for the overall integrity of the University, including:

- creating an almosphere which will foster excellence in the teaching and research missions;
- managing the University's human, financial, and physical resources; and
- providing effective leadership in the University's various planning, academic, research and development activities.

The selected candidate will be the Chair of the Senate of the University. As an ex officio member of the Board of Governors, the President & Vice-Chancellor must be a Canadian citizen.

The starting date for this appointment is July 1, 1994.

Salary will be commensurate with experience and will include an excellent benefit package.

Nominations are welcomed, and candidates may apply in confidence by submitting, by **June 1, 1993**, a résumé and the names of three references to:

**Presidential Selection Committee**
**c/o University Secretariat**
**290 Stevenson-Lawson Building**
**The University of Western Ontario**
**London, Ontario N6A 5B8**

***The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.***

with Canadian immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

## CULTURAL STUDIES

**TRENT UNIVERSITY - The Cultural Studies Program** is an innovative honours undergraduate interdisciplinary program which draws together the study and practice of cultural and social theory, communications, film, visual art, theatre, music and comparative literature. Subject to budgetary approval and pending the availability of the position the Program invites applications for a nine-month limited term appointment at the Assistant Professor or Lecturer level, for Sept. 1st, 1993 to May 15, 1994. Strong preference will be given to candidates who can teach in two of the following areas: Introduction to Cultural Studies, film, and music. An involvement in some form of related cultural practice is an asset. Applicants should have a completed Ph.D. or equivalent, and demonstrated excellence in teaching and scholarship. Salary will be determined according to qualifications and teaching experience. Trent University is an Employment Equity Employer, and especially invites candidacies from women, aboriginal peoples, visible minorities and disabled persons. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Deadline for receipt of all materials, including letters of reference, is April 30, 1993. It is the responsibility of applicants to ensure that their files, including reference letters, are completed by the deadline. All applications, accompanied by transcripts, representative publications and a full curriculum vitae showing qualifications and previous experience and providing the names of at least three referees who have been asked to write on the candidate's behalf, should be sent to Professor Ian McLachlan, Chair, Cultural Studies Program, Trent University, Peterborough, Ontario K9J 7B8

## DENTISTRY

**UNIVERSITY OF MANITOBA - The Department of Oral Biology, Faculty of Dentistry,** invites application for a tenure track appointment at the Assistant/Associate Professor level, commencing April 1, 1993. Applicants should have the following qualifications: (a) a Ph.D. degree, and/or (b) a D.D.S./D.M.D. degree or equivalent. Preference will be given to candidates with published evidence of research ability in anatomy, dental anatomy or oral biology. The successful candidate will be required to teach oral histology and the development of oral tissue to dental and dental hygiene students and participate in oral biology and anatomy courses at the graduate level. The successful candidate will be expected to develop a strong externally-funded research program. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University offers a smoke-free environment, save for specially designated areas. Priority consideration will be given to Canadian citizens and permanent residents. Letter of application, complete with curriculum vitae and the names and addresses of three referees should be forwarded to: Dr. Ian R. Hamilton, Head, Department of Oral Biology, Faculty of Dentistry, University of Manitoba, Winnipeg, Manitoba, R3E 0W2; (204) 788-6615 or 6703. The closing date for applications is June 30, 1993 or until the position is filled.

## DRAMA

**UNIVERSITY OF WINDSOR - School of Dramatic Art, Voice.** Applications are invited for a Limited Term position in Professional Training Programs in Dramatic Art. The applicant must be a specialist in Voice, MA or MFA preferred. Professional teaching experience is essential. The ability to teach in other areas of the School may be considered an asset. Appointment begins July 1, 1993. The School of Dramatic Art offers honours degree programs in Acting, Drama, Drama in Education and Music Theatre.

This University of Windsor is committed to employment equity and welcomes applications from Aboriginal Peoples, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration requirements this advertisement is directed, in the first instance, to Canadian citizens and permanent residents of Canada. Applicants should forward a complete curriculum vitae and arrange for three references to be sent to the School of Dramatic Art. Candidate's dossier should be postmarked no later than April 30, 1993 and sent to: Prof. Bernie Warren, Director, School of Dramatic Art, University of Windsor, Windsor, Ontario, N9B 3P4; FAX (519) 973-7050.

## ECONOMICS

**MOUNT ALLISON UNIVERSITY - Department of Economics.** Applications are invited for a one-year position, commencing on July 1, 1993. Candidates should have a Ph.D. completed or near completion. Duties include undergraduate teaching and research. Teaching duties include teaching courses in economic theory and statistics. The appointment will be at the rank of Lecturer or Assistant Professor. The 1992-93 salary range for Lecturer is $28,019 to $40,319 and for Assistant Professor is $34,169 to $48,008. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Frank Strain, Head and Chair of the Search Committee, Department of Economics, Mount Allison University, Sackville, N.B. E0A 3C0. The closing date for receipt of applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**UNIVERSITY OF SASKATCHEWAN - One two-year term position is available at the Assistant Professor level. Ph.D. (or recent ABD) in Agricultural Economics is required. The successful candidate will teach classes in Canadian Agricultural Marketing Systems and other areas of specialization at the under-graduate and (possibly) Master's levels. Appointment is effective July 1, 1993. Salary is commensurate with qualifications. Applications close when the position is filled but not before April 30, 1993. In accordance with Canadian immigration requirements, this announcement is directed in the first instance to Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to the principle of employment equity. Women candidates, candidates of aboriginal descent, and candidates from other minority groups are especially encouraged to apply. Candidates should send their C.V. and transcripts and arrange to have three letters of reference sent to: Head, Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0. Position Number: 93L-1-1-two.

## EDUCATION

**MOUNT ALLISON UNIVERSITY - Department of Education.** Applications are invited for a tenure-track position, commencing on July 1, 1993. The Education Faculty values having an interdisciplinary understanding of Education, establishing a collegial relationship with students and working closely with the public school system. Preference will be given to a generalist with a doctorate in Curriculum and experience in Research Methodology and Program Evaluation. The successful candidate must be able to provide instruction in educational foundations; be a certified teacher; demonstrate the ability to conduct scholarly research; provide excellence and leadership in undergraduate teaching and supervision, as well as collaborate with colleagues across the University. The duties of this position will include teaching pre-service (undergraduate) courses, supervising students in their practica and conducting in-service programs. This appointment will be made at the rank of Assistant Professor. The 1992-93 salary range for Assistant Professor is $34,169 to $48,008. An application including a curriculum vitae and three references should be sent to: Dr. Brian McMillan, Head and Chair of the Search Committee, Department of Education, Mount Allison University, Sackville, N.B. E0A 3C0. The closing date for receipt of applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**UNIVERSITY OF REGINA - Early Childhood Education,** Assistant Professor. A probationary, full-time, tenure track position in Early Childhood Education. The appointment will be effective July 1, 1993. General qualifications: A degree in Early Childhood Education; teaching experience at the primary level; and an interest in and commitment to: experiential learning, child-centred learning environments, child and curriculum development, resource-based learning, and practica supervision. Preference will be given to candidates with an earned doctorate. In addition to teaching and research in the Early Childhood area, the successful candidate will also have an interest in one or more of the following: Children's Literature; Professional Studies in Education; Reading/Language Arts; and/or Science Education. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Applications, including curriculum vitae and three references should be sent by April 30, 1993 to: Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments will be made subject to final budgetary clearance. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to employment equity.

**UNIVERSITY OF REGINA - Social Studies Education,** Assistant Professor. A probationary, full-time, tenure-track position in Social Studies Education. The appointment will be effective July 1, 1993. General qualifications: a Doctorate in Social Studies Education preferred; background and teaching experience at the elementary and middle years or at the secondary level is required. Ability to teach cross-cultural education or global issues would be an asset. The successful applicant will be expected to teach courses in Social Studies curriculum and instruction and possibly other areas where qualified; supervise practicums and interns in schools; work collaboratively with other faculty members in teaching and supervision teams; work with graduate students, and develop an active research program. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Applications, including curriculum vitae and three references should be sent by April 30, 1993 to: Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments will be made subject to final budgetary clearance. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to employment equity.

**UNIVERSITY OF REGINA - Educational Foundations** (Term Appointment). A ten month term appointment (1993-94 academic year) at the rank of Assistant Professor in Educational Foundations, with a specialization in the Sociology of Education. General qualifications: Preference will be given to candidates who hold a doctorate in the Sociology of Education, and have teaching/research competence in Cross-Cultural Education and/or the History of Canadian Education. Applications should include an up-to-date curriculum vitae, an official transcript of University course work and the names of three referees. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Applications, including curriculum vitae and three references should be sent by April 30, 1993 to: Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments will be made subject to final budgetary clearance. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to employment equity.

**UNIVERSITY OF REGINA - Physical Education,** Assistant Professor. A probationary, full-time, tenure-track position in Physical Education and related areas of study. The appointment will be effective July 1, 1993. General qualifications: a Doctorate in Physical Education preferred; a background and teaching experience in K-12 Physical Education Curriculum and Instruction; a background and teaching experience in Health Education and/or Outdoor Education is desirable. The successful applicant will be expected to teach undergraduate Curriculum and Instruction classes in Physical Education and in Health Education or Outdoor Education; to supervise undergraduate students during the field experience component of an innovative teacher education program. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Applications, including curriculum vitae and three references should be sent by April 30, 1993 to Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments will be made subject to final budgetary clearance. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to employment equity.

**UNIVERSITY OF ALBERTA** - Applications are invited for a position in Teacher Education in the Department of Elementary Education with specialization in Social Studies. This is a half-time (.5 FTE) position. The appointment will be at the Assistant Professor level with a current salary range of $40,035 to $57,000, (prorate). The date of appointment will be July 1, 1993. Duties will include undergraduate and graduate teaching in curriculum and instruction courses in Social Studies Education and general methodology, supervision of field experiences and graduate supervision. Candidates should have a suitable academic background in Social Studies Education as well as a teaching certificate and appropriate teaching experience. A Doctorate or near completion of a Doctoral program is required. Applications, including a current curriculum vitae and the names of three referees, should be submitted by April 30th, 1993 to Dr. Robert Jackson, Chair, Department of Elementary Education, Faculty of Education, University of Alberta, Room 551 Education South, Edmonton, AB, T6G 2G5. The University of Alberta will try to facilitate spousal employment within the limits of current Canada Employment and Immigration requirements. This position is subject to available funding. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

**UNIVERSITY OF REGINA - Faculty of Education.** Applications are invited for a probationary, full-time, tenure-track position in Vocational/Technical Education. The appointment will be effective July 1, 1993. The Vocational/Technical Education Program at the University of Regina provides leadership and support to the training and development community in Saskatchewan offering part-time studies for individuals working or aspiring to work in the vocational development of adults. Program participants are drawn from postsecondary educational institutions as well as from training and development interests in private and public sector agencies. Formal studies are offered on an evening basis in Regina and three outreach locations. Applicants should have graduate-level preparation (doctorate preferred) plus considerable experience relevant to the vocational development of adults. Education and experience should reflect a focus in the area of curriculum and instruction as it pertains to adult vocational education. The successful applicant will be expected to teach undergraduate and graduate courses, supervise practica, conduct research, supervise graduate students, and engage in professional development activities with the training and development community. Preference will be given to applicants who could also teach in other programs in the Faculty. Salary range: $40,019 - $62,027, negotiable according to qualifications and experience. Letters of application, including an up to date curriculum vitae and three references should be sent


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# Principal and Vice Chancellor

## Queen's University

The Joint Committee on the Selection of a Principal invites nominations of, and applications from individuals who could provide outstanding leadership to the University. The initial five year term will begin 1 September 1994.

One of Canada's leading universities, Queen's is distinguished both in the quality of education it offers and in its research activities. Located in the heart of Kingston, at the east end of Lake Ontario, the University has 13,000 full-time and 4,000 part-time students, and approximately 1,000 faculty and 2,000 staff. It had an operating budget of $170 million in 1992-93 and research funding in excess of $60 million.

The Principal is the chief executive officer of the University and, as such, is responsible for supervising and directing the implementation of the educational policy of the University and its general administration.

Nominations should be accompanied by supporting materials which should include a brief biographical sketch of the person(s) nominated. Applications should include a *curriculum vitae* and names of three referees. Nominations and applications should be submitted in confidence by 15 June 1993 to the address shown.

**Joint Committee on the Selection of a Principal**
℅ M. Hooey
Secretary of the University
Queen's University
Kingston, Ontario
K7L 3N6

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities and visible minorities.

**Mount Saint Vincent University**

Invites Nominations and Applications for appointment to:

## THE NANCY ROWELL JACKMAN CHAIR IN WOMEN'S STUDIES

**The Chair is designed to bring to the University visiting scholars in Women's Studies or persons in public life who have contributed to the advancement of women, for a term ranging from one to two years, renewable, beginning July 1, 1994 (negotiable). The holder of the chair should be a distinguished scholar or generalist of stature. Duties associated on and off campus, the teaching of one course in women's studies and conducting stimulating research.**

Nomination and/or applications, the latter accompanied by a curriculum vitae and the names and addresses of three referees, should be sent prior to May 15, 1993 to:

Dr. Rosemarie Sampson
Nancy Rowell Jackman Chair
in Women's Studies
Mount Saint Vincent University
Halifax, Nova Scotia
B3M 2J6

# University of Manitoba
# Department of Sociology

The Department of Sociology at the University of Manitoba invites applications for a full-time tenure track appointment at the Assistant Professor rank beginning on July 1, 1993 (subject to final budgetary approval). The successful candidate must have a Ph.D. by the time of appointment and have demonstrated competence in teaching and research in the area of **Sociology of Aging**. The ideal candidate would have expertise in social policy analysis with an emphasis on family and/or health care issues relevant to an aging population.

The successful candidate will also have an appointment in the Centre on Aging. The Centre, established in 1982, is a multidisciplinary research unit with a mandate to conduct research on all aspects of aging from a lifespan perspective. The experiences of aging individuals and the dynamics of population aging are investigated using alternative approaches such as social surveys, evaluation research, and social policy analysis. The Centre distributes research findings to government officials, program administrators, service providers and seniors to assist them in meeting the changing needs of an aging society.

The University of Manitoba encourages applications from qualified women and men, including visible minorities, aboriginal people, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The university provides a smoke-free work environment, save for specially designated areas.

The 1992-93 salary floor for Assistant Professors is $34,882 (subject to review). Salary will be commensurate with experience and qualifications. Application, curriculum vitae, and three letters of reference should be sent to: **Rodney Kueneman, Acting Head, Department of Sociology, 318 Isbister Building, University of Manitoba, Canada, R3T 2N2.** Deadline for receipt of applications is **April 30, 1993.**

by April 30, 1993, to: Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments subject to final budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to the principles of employment equity.

**UNIVERSITY OF REGINA - Faculty of Education.** Applications are invited for a full-time, term position (renewable) in Vocational/Technical Education. The appointment will be effective July 1, 1993. The Vocational/Technical Education Program at the University of Regina provides leadership and support to the training and development community. In Saskatchewan offering part-time studies for individuals working or aspiring to work in the vocational development of adults. Program participants are drawn from postsecondary educational institutions as well as from training and development interests in private and public sector agencies. Formal studies are offered on an evening basis in Regina and three outreach locations. Applicants should have graduate-level preparation (doctorate preferred) plus considerable experience relevant to the vocational development of adults. Education and experience should reflect a focus on human relations, including areas such as career planning and development, communications, and working with special populations. The successful applicant will be expected to teach undergraduate courses, supervise practica, conduct research, and engage in professional development activities with the training and development community. Consideration will be given to applicants who could also teach in other programs in the Faculty. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Letters of application, including an up to date curriculum vitae and three references should be sent by April 30, 1993, to: Dr. Michael Tymchak, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments subject to final budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to the principles of employment equity.

**UNIVERSITY OF REGINA - Faculty of Education.** Applications are invited for either a probationary, tenure-track position (full-time) or a ten month, term position, in Science Education. The appointment will be effective July 1, 1993. Preference will be given to candidates who have completed a doctorate in science education, have successful classroom teaching experience, a strong research record/interests and a commitment to scholarly work. Duties will include teaching and possibly the design of curriculum and methods courses, and supervision of practica; supervision of graduate students is also possible. An interest in science education K-12 is preferred, but experience/expertise in the secondary area is desirable. Salary range $40,019 - $62,027, negotiable according to qualifications and experience. Letters of application, including an up to date curriculum vitae, academic transcripts and three references should be sent by April 30, 1993, to: Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S 0A2. Appointments subject to final budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to the principles of employment equity.

## ENDOCRINOLOGY

**McGILL UNIVERSITY - Faculty Position in Endocrinology.** We are seeking to recruit a well trained molecular endocrinologist for a tenure track position at the Assistant Professor level in the Fraser Laboratories, Division of Endocrinology, Department of Medicine. It is preferred that the applicant be a clinician scientist, however, well qualified basic scientists are encouraged to apply. The successful candidate will be required to establish an independent research program in basic and/or applied neuroendocrine biology. This is an excellent career opportunity for a young investigator to grow in a strong and nurturing academic environment. Please forward a curriculum vitae with a statement of career goals and the names of three referees to Dr. Y.C. Patel, Director, Fraser Laboratories, Royal Victoria Hospital, 687 Pine Avenue West, Montreal, Quebec, Canada H3A 1A1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

## ENGINEERING

**UNIVERSITY OF ALBERTA. The Department of Electrical Engineering** invites applications for two tenure track positions, one in the area of Control Systems and one in Power Electronics or Power systems and Control. Both positions are at the Assistant or Associate Professor Level (base levels $40,035.00 and $49,423.00 respectively). The successful applicants will be qualified to teach undergraduate and graduate courses in their area of specialty and in the Electrical Engineering core curriculum. As well, the applicants are expected to supervise both MSc and PhD graduate students and to demonstrate leadership in the development of a research program. Research areas of interest to the Department for the control systems area include, but are not limited to, systems engineering, robotics, control systems, biomedical applications, and power systems. Research areas of interest for the power electronics/power systems and control area include, but are not limited to, variable speed drives, power electronics, and power system control. Applicants should have a Ph.D. (or pending) in Electrical Engineering, demonstrated potential for developing an independent research program, a strong background in applied Engineering, and the potential and interest for interaction with industry and with other researchers. Applications will be accepted until June 30, 1993. The Department of Electrical Engineering at the University of Alberta has at present a 37-member teaching staff, approximately 100 graduate students, and admits 155 beginning undergraduate students each year. Excellent teaching and research facilities are available in the robotics laboratory and in the power electronics and controls areas. Opportunities for collaborative research include the Department of Chemical Engineering, the Department of Computing Science and research institutes such as the Alberta Microelectronic Center, The Laser Institute and Telecommunications Research Laboratories. To apply, send a curriculum vitae, the names of three referees and a statement of research interests to: Dr. C.E. Capjack, Chair, Department of Electrical Engineering, The University of Alberta, Edmonton, Alberta, Canada, T6G 2G7. Please indicate the position being applied for. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

**UNIVERSITY OF ALBERTA - Department of Mechanical Engineering.** Applications are invited for a full-time tenure track position in the field of Engineering Management commencing July 1, 1993. The intention is to appoint at the level of Assistant Professor, however, higher levels will be considered if appropriate. Present base salaries for Assistant, Associate and Full Professor are $38,955, $48,083, $60,083. The applicant should have, or be completing, a Ph.D. in Engineering with specialization in Operations Management and/or Engineering Economy and an interest in Total Quality Management. The successful applicant will be expected to (a) instruct undergraduate and graduate level courses in Engineering Management; (b) assist with the development of the Faculty of Engineering Master's degree in Engineering Management; (c) participate in the faculty initiatives in the areas of Technology Management and Quality Management; (d) engage in research in the engineering management areas. The University of Alberta, founded in 1908, has 25,000 undergraduate students and 4,000 graduate students. It is situated in Edmonton, a city of 600,000. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please submit Curriculum Vitae, description of research goals and interests and the names of three referees to: Dr. J.O. Dale, Chairman, Department of Mechanical Engineering, University of Alberta, Edmonton, Alberta, T6G 2G8. Phone: (403) 492-3598, Fax. (403) 492-2200. Application Deadline: May 31, 1993. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

**CARLETON UNIVERSITY** - Research Engineer Design and Analysis of Casting Processes. Qualifications: A Ph.D. in a discipline related to the fields of mechanical engineering, thermodynamics and cost analysis. Strong theoretical and computational capability is needed in reactive flows with liquids and gases including surface tension effects and theory of rewetting. Proven abilities in fuzzy logic for multi-objective, multi-expert systems to optimize the design of manufacturing systems and experience in design and analysis of castings. Deadline for application: April 30, 1993. Submit application for Competition 74, Department of Mechenical & Aerospace Engineering, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6. Carleton University is committed to the Federal Contractors Employment Equity Program and committed to equality of employment for women, aboriginal peoples, visible minorities, and disabled persons. Interested persons from these groups are encouraged to apply.

**UNIVERSITY OF MANITOBA - Lecturer/Engineering Mathematics. The Engineering Access Program** in the Faculty of Engineering at the University of Manitoba invites applications for a Lecturer. This is a teaching position designed to provide instruction and tutoring to Aboriginal students in the Faculty of Engineering. Salary is at the Lecturer level as according to the collective agreement. This position will be contingent upon the annual allocation of funds to the Province of Manitoba grant. Candidates must have a Ph.D. in Engineering, one year teaching experience at the university level, which includes experience teaching mature students, teaching and working with Aboriginal students, and cross-cultural teaching. Candidates must also have extensive experience in teaching or tutoring senior undergraduate courses in Engineering. Candidates shall have a working familiarity with Canadian Department of Education Access Program Model, and shall also be familiar with Manitoba high school and university mathematics and science courses. Candidates must be able to assess students' academic needs and assist them in formulating personal plans to meet those needs. Duties: Teach Applied Math and Calculus, Teach high school 200 and 300 mathematics, Tutor in the following areas: Computer Engineering, Mathematics, Statistics, Mechanics, and advanced Civil Engineering courses. Develpp academic plans to meet individual students' needs and prasent weekly reports on the progress of 35 to 45 students to the Director of Engineering Access. Please send e curriculum vitae to Engineering Access Program, Faculty of Engineering, University of Manitoba, Winnipeg, MB. R3T 2N2. Closing date for applications is April 30, 1993. This position is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal people, and persons with disabilities. The University offers a smoke-free environment, save for specially designated areas. This advertisement is directed to Canadian citizens and permanent residents.

**UNIVERSITY OF OTTAWA - The Department of Electrical Engineering,** University of Ottawa, seeks two faculty members, one in the area of Microwaves, Electromagnetics or Power Electronics and the other in the area of Analog, Digital and Microwave Electronics. It is expected that the positions will be filled by September 1, 1993. Ph.D. in Electrical Engineering is required. Dedication to excellence in teaching is essential. Duties include teaching undergraduate and graduate courses in both English and French, laboratory development and scholarly activities in the areas of specialization. Tenure track positions, at the rank of Assistant Professor. Send resume and names of at least three references, no later than May 1, 1993, to: Professor G.I. Costache, Chairman, Department of Electrical Engineering, University of Ottawa, P.O. Box 450 - Station 'A', Ottawa, Ontario K1N 6N5. Employment equity is University policy.

**UNIVERSITE D'OTTAWA** - Deux postes réguliers de professeur(e) adjoint(e) pouvant mener à la permanence, sont vacants au Département de génie électrique de l'Université d'Ottawa. Entrée en fonctions: le 1er septembre 1993. Titre et qualités: détenir un doctoral en génie électrique. Le charge de travail comprend de la recherche, de l'enseignement (en anglais et en français) aux niveaux du baccalauréat, de la maîtrise et du doctoral, de la direction de recherche et des tâches administratives. Un domaine de spécialisation sera l'électromagnétisme, l'hyperfréquences ou l'électronique de puissance, et l'autre, l'électronique analogique, numérique, circuits aux hyperfréquences. Veuillez envoyer votre lettre de candidature, votre curriculum vitae et le noms de trois répondants ou répondantes avant le 1er mai 1993 au: Professeur G.I. Costache, Directeur, Département de génie électrique, Université d'Ottawa, C.P. 450, Succursale A, Ottawa (Ontario) K1N 6N5. L'Université d'Ottawa a une politique d'égalité en matière d'emploi.

**McGILL UNIVERSITY** - Applications are invited for the position of Research Associate, for a minimum of three years, for developing new industrial processes in paper drying, including the effect of drying on paper structure and properties. Candidates are sought who hold a Ph.D. in chemical engineering, who have experience in experimental and theoretical research on drying paper, preferably by impingement drying or through drying, and with the interaction between drying and paper structure. As the objective is basic research leading to processes for adoption in industry, candidates should have process design experience in industry. The deadline for receipt of applications is May 15. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents in Canada. Applications, resumes and the names of three references should be submitted to Dr. W.J.M. Douglas, Department of Chemical Engineering, McGill University, 3480 University St., Montreal, Quebec, H3A 2A7.

**UNIVERSITY OF NEW BRUNSWICK - The Department of Civil Engineering** invites applications for a two year term faculty position at the rank of Assistant Professor in transportation and traffic engineering commencing September 1, 1993. The applicant must have a strong background in traffic engineering and experience in road safety investigation and research. Knowledge of current traffic engineering models and software packages including applications experience is desirable. The successful candidate must be a civil engineer with a minimum of a master's degree and considerable practical experience. Membership or eligibility for membership in a Canadian professional engineering association is required. Applicants should send a curriculum vitae, a statement outlining their practical experience, research and teaching interests and the names of three referees to Prof. Ralph Francis, Head, Department of Civil Engineering, University of New Brunswick, Box 4400, Fredericton, N.B. E3B 5A3. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to employment equity.

**UNIVERSITY OF WATERLOO - The Department of Electrical and Computer Engineering** at the University of Waterloo is seeking candidates for appointment to tenure track faculty positions. Applications are invited in the areas of communications, digital circuits or systems, computer software systems and software engineering, semiconductor devices (including optoelectronic devices and integrated circuits), and power systems (transmission, distribution and utilization). The department also invites applications for definite-term appointments in information technology with preference given to persons specializing in computer networks and communications, and microelectronics. The level of the appointments and salary will be commensurate with the qualifications of the candidate. The candidate must have a doctoral degree and a strong commitment to research and teaching. It is the intention of the University of Waterloo to fill its vacancies with recent Ph.D. graduates appointed as Assistant Professors wherever possible. Candidates should send their resume to: Dr. R.H. MacPhie, Chair, Faculty Search Committee, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, of visible minorities, native people, and persons with disabilities. This appointment is subject to the availability of funds.

## ENGINEERING AND COMPUTER SCIENCE

**CONCORDIA UNIVERSITY'S Faculty of Engineering and Computer Science** invites applications for a full-time tenure track position in Avionics. Teaching responsibilities include participation in the Faculty's graduate program in aerospace offered jointly with other Montreal universities. In addition, the successful candidate will be expected to exercise a leadership role in the development of this emerging field of research and graduate work at Concordia, and to strengthen R&D links with the aerospace industry, with other institutions and with the newly created Canadian Space Agency centered in Greater Montreal. The ideal candidate will have a Ph.D. in a related field of Electrical or Aerospace Engineering, will have taught and done research in Avionics, will have demonstrated abilities to forge university/industry links and will have had hands on experience in the specification and design of Avionic Systems for the aerospace industry. Experience in spaceborne radar and remote-sensing, satellite and other space systems will be an asset. The Faculty has over 110 full-time faculty members and is strongly committed to teaching and research excellence as well as industrial linkages. There are currently over 450 graduate students in the Faculty of whom 35 are in the aerospace program. In accordance with Canadian immigration requirements in the employment of citizens and permanent residents of Canada, Concordia University is committed to employment equity and encourages applications from women, aboriginal people, visible minorities and disabled persons. All things being equal, women candidates shall be given priority. Applicants should send a detailed resume and names of at least three references to The Dean, Faculty of Engineering and Computer Science, SGW Campus - H 907, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8, Canada. Fax. (514) 848-8646.

## ENGLISH

**McGILL UNIVERSITY: The English and French Language Centre of the Faculty of Arts** invites applications for one permanent-stream position in English as a second language, at the level of Faculty Lecturer, beginning September 1, 1993 (subject to budgetary approval). The position involves the teaching of ESL at various levels and the coordination of an intensive summer session. Qualifications include a Master's degree in English (preferably in second language didactics) or in applied linguistics, experience in teaching ESL at the university level, expertise in various pedagogical approaches, interest and experience in course and material development, Administrative experience in a relevant context as well as research and publication an asset. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. McGill University is committed to the principles of employment equity. Deadline for application: May 3, 1993. Applicants should send a curriculum vitae, copies of their degrees, and arrange for three letters of reference to be sent directly to Heather Maxwell, Director, English and French Language Centre, 550 Sherbrooke W., West Tower, Suite 1550, Montreal, Quebec, H3A 1B9.

**UNIVERSITY OF BRITISH COLUMBIA - Technical Communication. The Faculty of Applied Science** at the University of British Columbia invites applications for a tenure-track position at the rank of Instructor effective July 1, 1993. The successful candidate will be responsible for coordinating a technical communication course given to approximately 400 second-year engineering students. The objective of the course, which will follow a prerequisite one-term course in English, is to introduce students to all aspects of technical writing and oral communication, including report preparation. In addition to teaching at least two sections of the course, the coordinator will be expected to organize all aspects of the course, and to supervise sessional lecturers. The successful applicant will have at least an M.A. degree in English (or equivalent), and extensive experience in teaching technical writing and oral communication. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Applications, together with the names of three referees, should be sent to: Dr. Francis R. Andrew, Director, Academic Performance Division, Continuing Studies, The University of British Columbia, Vancouver, B.C., V6T 1Z1; FAX (604) 222-5249. Application deadline: April 30, 1993.

**UNIVERSITY OF PRINCE EDWARD ISLAND - English.** We invite applications for a tenure-track position (subject to budgetary approval) in the Department of English, at the Assistant Professor level. Applicants should have a Ph.D or be very close to completion. For this position, dedication to and demonstration of excellence in undergraduate teaching are of


Memorial
University of Newfoundland

## MECHANICAL ENGINEERING

Applications are invited for a tenure-track position in Mechanical Engineering at Memorial University of Newfoundland. Rank commensurate with qualifications. There is specific interest in candidates with expertise in Advanced Manufacturing Technology (computer-aided manufacturing, flexible manufacturing etc.) and/or Design of Mechanical Systems or Product Design. Applicants should have a Ph.D. degree or intend to pursue advanced studies leading to a Ph.D. degree and have some industrial or applied research experience.

The engineering faculty has well-established co-operative undergraduate and active graduate programs in the major disciplines.

Applicants should send a curriculum vitae with the names of at least three referees and three representative publications to:

**The Dean**
**Faculty of Engineering and Applied Science**
**Memorial University of Newfoundland**
**St. John's, Newfoundland, A1B 3X5**
**REFERENCE: MEC-93-01**
**FAX#: (709) 737-4042**

The closing date for applications is **April 30, 1993.**

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND IS COMMITTED TO EMPLOYMENT EQUITY.



University of Alberta
Edmonton

## One Tenure Track and Two One-Year Term Positions
## Faculty of Law

The Faculty of Law at the University of Alberta invites applications for one tenure track and two one-year term positions to be filled effective July 1st, 1993. The Faculty is particularly seeking candidates who would be interested in teaching and research in the areas of Criminal Law; International Law; Trusts and Estates; Commercial Law, and Natural Resources and Oil and Gas.

**Requirements:**
A graduate degree in law or equivalent experience.
In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**Deadline:** April 30, 1993.

**Apply to:**

**Dean Timothy J. Christian**
**Room 485, Law Centre**
**University of Alberta**
**Edmonton, Alberta T6G 2H5**
**Telephone: (403) 492-5590 FAX: (403) 492-4924**

*The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.*



Memorial
University of Newfoundland

## Director
## Counselling Centre

Applications and nominations are invited for the position of Director of the Counselling Centre, Memorial University of Newfoundland. The appointment, at the rank of Associate or Full Professor in Counselling, is for a renewable five year term, starting 1 Sept., 1993 and subject to budgetary approval.

The Director reports to the Dean of Student Affairs and Services. Members of the counselling faculty hold full-time appointments in the Centre and, typically, cross-appointments to other academic Faculties or Schools.

Candidates should have expertise in personal counselling and strong administrative abilities in managing a full range of services. A doctoral degree in Counselling Psychology, or equivalent, with five years' post-doctoral experience is also expected. Candidates should also be registered or be eligible for registration in the province. Familiarity with training issues, leadership in regional and national organizations, and a proven record of scholarly or research activities are essential.

The Counselling Centre offers a comprehensive range of services for students, staff and faculty, including personal, career planning and academic support counselling, and is committed to strong interdisciplinary training programs.

Salary levels are competitive and negotiable depending upon qualifications and experience.

Applicants should send a letter of application, curriculum vitae, and the names of three referees to:

Dr. Graham R. Skanes
Chair, Search Committee
c/o School of General and Continuing Studies
Memorial University of Newfoundland
St. John's, NF, Canada
A1C 5S7

The closing date for receipt of applications is 30 April 1993.

In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Memorial University of Newfoundland is committed to employment equity.

equal importance to scholarly accomplishment. Candidates should have a strong background in one or more of the following: Literature in English of the Twentieth Century, Rhetoric and Composition, Bibliography and Research Methods. They should also be flexible and versatile enough to share responsibility for selected courses in other areas, as the opportunity or need arises. Instructors in the department teach six semester-long undergraduate courses annually. A typical teaching assignment is apportioned one-third to upper-level specialized courses, one-third to introductory literature, sophomore survey, or other sophomore courses, and one-third to first-year composition courses. Salary is commensurate with qualifications and experience. Send letter of application, curriculum vitae, copies of any recent publications, three letters of reference, and evidence of ability to teach, including course evaluations and statement of teaching philosophy to: Dr. Richard Lemm, Chair, Department of English, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. The effective date of the appointment is July 1, 1993. The closing date for receipt of applications and supporting material is May 16, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**UNIVERSITY OF NEW BRUNSWICK - The Department of English** of The University of New Brunswick invites applications for a probationary tenure-track appointment at the rank of Assistant Professor, effective July 1, 1993 or as soon as possible thereafter, and subject to final budgetary approval. Applicants must hold the PhD and must have Middle English language and literature as their primary area of specialization. Preference will be given to those with a particular interest in Chaucer. Interested individuals should ask three referees to send confidential letters, and should themselves forward a letter of application, a detailed curriculum vitae, and a transcript of academic record to Dr. Anthony Boxill, Chair, Department of English, The University of New Brunswick, P.O. Box 4400, Fredericton, NB, E3B 5A3. The deadline for applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada only. The University of New Brunswick is committed to the principle of employment equity. Applications from women are encouraged.

## ENVIRONMENTAL STUDIES

**TRENT UNIVERSITY - Environmental and Resource Studies Program,** Trent University. Applications are invited for a ten month limited term appointment at the Assistant Professor level commencing September 1, 1993. Subject to budgetary approval the appointment could be for twelve months commencing July 1, 1993. Candidates should have a Ph.D. or equivalent academic experience in an appropriate area of environmental and resource policy, a proven record in research and previous teaching experience. Undergraduate teaching responsibilities would include two course equivalents in some of the following areas: Public policy and the Canadian environment, environmental impact assessment, waste management, and environmental legislation. There may also be involvement in the Master's programs in Watershed Ecosystems or Canadian Heritage and Development Studies. Applications, with names of two referees, should be sent to Professor Tom Hutchinson, Chair, Environmental and Resource Studies Program, Trent University, Peterborough, Ontario, K9J 7B8, by May 17, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Trent University is an employment equity employer and especially invites candidacies from women, aboriginal peoples, visible minorities and disabled persons.

## FINANCE

**THE UNIVERSITY OF ALBERTA** - Applications are invited for full-time tenure-track faculty positions in finance and accounting at the assistant professor rank in the Department of Finance and Management Science and Department of Accounting and MIS, Faculty of Business. PhD or equivalent required or candidate should be at completion stage of degree. Candidates should be able to interact with the business community. Salaries are competitive. The position is subject to the availability of funding. Appointment normally effective July 1st. Deadline for applications is April 30, 1993. Send resume to Glen Mumey, Chair, Department of Finance and Management Science or Jim Newton, Chair, Accounting and MIS, Faculty of Business, University of Alberta, Edmonton, Alberta, Canada, T6G 2R6. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

## FRENCH

**NIPISSING UNIVERSITY - French/Français.** Nipissing University invites applications for a two-year limited term teaching position in French/français, at the assistant professor level. Appointment begins July 1, 1993. The candidate is expected to possess a Ph.D. and fluency in both oral and written French language. Teaching areas: French-Canadian literature, French literature, French linguistics and language. Minimum Salary: $46,589. Closing date: April 30, 1993. The university is committed to employment equity policies, and welcomes applications from qualified women, visible minorities, aboriginal people. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Send curriculum vitae and the names of three referees to Dr. Ted Chase, Dean of Arts and Science at Nipissing University, Box 5002, North Bay, Ontario, P1B 4T1, Telephone (705) 474-3450, extension 4290.

**UNIVERSITY OF GUELPH - The Department of French Studies** at the University of Guelph invites applications for a tenure-track position of Assistant Professor with specialization in 19th-century French Literature, starting 1 September 1993. Salary according to qualifications and experience. This appointment is subject to final budgetary approval. Qualifications include a Ph.D. and experience in teaching language at the university level since duties will include instruction in French as a second language. Applicants are asked to submit a curriculum vitae and to arrange to have three letters of reference sent by 30 April 1993 to: Prof. Leonard Adams, Chair, Department of French Studies, University of Guelph, Guelph, Ontario, N1G 2W1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women.

**UNIVERSITE DE GUELPH - Le Département d'études françaises** de l'Université de Guelph est à la recherche d'un(e) spécialiste de littérature française du 19e siècle. Le poste à pourvoir sous réserve de confirmation budgétaire, est au niveau de professeur(e) adjoint(e) et pourra mener à la permanence. Le personne retenue devra obtenir un Ph.D. et avoir également une expérience de l'enseignement du français langue seconde puisque la charge d'enseignement se composera de cours de littérature et de cours de langue. Les personnes intéressées doivent faire parvenir leur curriculum vitae et trois lettres de recommandation avant le 30 avril 1993 à: M. Leonard Adams, Directeur, Département d'études françaises, Université de Guelph, Guelph, Ontario, N1G 2W1. Date d'entrée en fonction: le 1er septembre 1993. Traitement: selon les titres et l'expérience. Conformément aux exigences relatives à l'immigration au Canada, cette annonce s'adresse aux citoyen(ne)s canadien(ne)s et aux résident(e)s permanent(e)s. L'Université de Guelph s'engage à respecter l'équité en matière d'emploi et encourage particulièrement les candidatures de personnes d'origine autochtone, de personnes handicapées, de membres de minorités visibles et de femmes, présentant les qualifications requises.

**UNIVERSITE CONCORDIA - Département d'Etudes francaises.** Poste de suppléant-e, 10 mois à plein temps. Professeur-e de littérature et de civilisation françaises. Le département d'Etudes françaises sollicite des candidatures pour un poste de professeur-e suppléant-e de littérature et de civilisation françaises. Fonctions: Enseignement de cours au niveau du 1er cycle de littérature et de civilisation françaises. Exigences: Ph.D. ou l'équivalent; Expérience pertinente de l'enseignement; Recherches et publications. Conditions: Contrat à durée déterminée, rémunération et autres conditions selon convention collective; entrée en vigueur du contrat le 1er août 1993. Date de clôture des candidatures: A Fixer. Prière d'envoyer son curriculum vitae et trois lettres de recommandation à: Mme Judith Woodsworth, Directrice, département d'Etudes françaises, Université Concordia, 1455, boulevard de Maisonneuve Ouest, Montréal (Québec) H3G 1M8. L'Université souscrit au principe de l'équité en matière d'emploi et encourage les candidatures provenant des femmes, des autochtones, des minorités visibles et des personnes handicapées. Devant des candidatures d'égale valeur, la préséance sera accordée aux femmes. Conformément aux exigences canadiennes en matière d'immigration, cette annonce s'adresse aux citoyens canadiens et aux résidents permenents.

## GEOGRAPHY

**MOUNT ALLISON UNIVERSITY - Department of Geography.** Applications are invited for a two-year term position, commencing on July 1, 1993. Candidates should have a Ph.D. and a strong commitment and demonstrated experience in undergraduate teaching. Duties include teaching courses in economic and urban geography as well as comparative regional geography and research. The appointment will be at the rank of Assistant Professor. The 1992-93 salary range for Assistant Professor is $34,169 to $48,008. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Peter Ennals, Head and Chair of the Search Committee, Department of Geography, Mount Allison University, Sackville, N.B. E0A 3C0. The closing date for receipt of applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**NIPISSING UNIVERSITY - Geography.** Subject to budgetary approval, Nipissing University College invites applications for a tenure-track position at the rank of Assistant Professor, in Physical (Environmental) Geography to commence July 1, 1993. Candidates for the position should possess a Ph.D. (or nearly completed Ph.D.) in some area of physical geography, have a strong commitment and record in undergraduate teaching, and demonstrate a publication record and research interest in an appropriate subfield of physical geography. The successful applicant will be expected to teach upper-level undergraduate courses in an area of specialization (Biogeography, Geographic Information systems, or Pleistocene Geomorphology) as well as introductory courses in Physical Geography and Geology. An interest in Environmental Studies and an area of Regional Geography would also be an asset. Closing date: 30 April 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Nipissing offers equal employment opportunities to all qualified applicants. Applicants should submit a curriculum vitae, a written statement of teaching specializations and research interests, and the names of three referees whom you have asked to send letters of reference to Dr. Keith Topps, Chairman, School of Science and Geography, Nipissing University, P.O. Box 5002, North Bay, Ontario P1B 8L7, Telephone (705) 474-3450, Ext. 4280, Fax Number (705) 474-1947.

**WILFRID LAURIER UNIVERSITY - The Department of Geography** invites applications for a tenure track position beginning July, 1993. Candidates should have a research interest in, and be able to teach courses on historical and cultural geography at the undergraduate and graduate levels. Candidates must also have a Ph.D. at the time of appointment. Deadline for applications is May 31, 1993. Wilfrid Laurier University is committed to Employment Equity policies. Please send curriculum vitae with the names of three referees to Dr. Houston G. Saunderson, Chair, Department of Geography, Wilfrid Laurier University, Waterloo, Ontario, Canada N2L 3C5. Phone (519) 884-1970, ext. 2608. Fax (519) 725-1342. email: hsaunde1@mach1.wlu.ca.

## GERMAN

**UNIVERSITY OF NEW BRUNSWICK** - Applications are invited for a sessional (one year) position in German to commence July 1, 1993. The appointment is subject to budgetary approval and will be at the assistant professor level. A completed Ph.D., native or near-native fluency, and demonstrated research potential are required. Experience in, and commitment to, teaching are essential. The Department offers undergraduate and graduate (MA) courses in German language, literature, linguistics and translation. The candidate will be responsible for teaching language and literature courses at all levels. A curriculum vitae, with a detailed list of publications and the names of three referees should be sent to Professor S. Dickson, Department of German and Russian, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., E3B 5A3, Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity.

## HISTORY OF MEDICINE

**UNIVERSITY OF TORONTO, Institute for the History and Philosophy of Science and Technology.** We invite applications for a one year contractually limited term position at the rank of assistant professor, in History of Medicine, to begin on July 1st 1993 — subject to budgetary approval. The incumbent should hold a PhD in the area and show evidence of excellent teaching. Duties will include research and teaching. Salary at the entry level of assistant professor. Applications including a complete curriculum vitae, a writing sample and at least three letters of reference should reach the Director, IHPST, 73 Queen's Park Cres. E., 3rd Floor, University of Toronto, Toronto, Ont., Canada M5S 1K7 before April 30th. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents (landed immigrants) of Canada. The University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal people, and persons with disabilities.

## INDUSTRIAL PHARMACOLOGY

**UNIVERSITY OF MANITOBA - The Department of Pharmacology and Therapeutics, Faculty of Medicine,** at the University of Manitoba seeks applications for a position as Head of a new research section of Industrial Pharmacology. The position (tenure track, academic rank negotiable) involves extensive collaboration in all aspects of University-Industry research and a knowledge of areas of pharmaceutical synthesis and chemical analysis. The Section Head is expected to support research activities primarily from industrial sources independently or in collaboration. Supervision and coordination of industrial rotations for graduate students is required. Applicants should have a productive research background evidenced by peer-reviewed publications. A broad -based education in pharmacology is essential including knowledge of methods ranging from in vitro biochemical to cellular, tissue and whole animal in vivo procedures. Education or experience in business would be a strong asset. Applicants must hold a Ph.D. in pharmacology or related area. The University of Manitoba encourages applications from qualified women and men including members of visible minorities, Aboriginal people, and persons with disabilities. The University offers a smoke-free environment, save for specially designated areas. This advertisement is directed to Canadian citizens and permanent residents and is subject to final budgetary approval. A letter of application, complete with curriculum vitae and the names and addresses of three referees should be forwarded to: Dr. W.W. Lauli, Department Head, Department of Pharmacology and Therapeutics, Faculty of Medicine, University of Manitoba, Winnipeg, Manitoba, R3E 0W3. Closing date for applications is July 1, 1993.

## LAW

**CARLETON UNIVERSITY** - Subject to budgetary approval the Department of Law, Faculty of Social Sciences, invites applications for a preliminary (tenure track) appointment and a two-year term appointment, both to commence in the summer of 1993. Candidates should hold a post-graduate research degree in law or a related discipline. Carleton's Department of Law is a unit committed to the study of law as a social science, and a demonstrable scholarly interest in interdisciplinary research and policy issues is a distinct advantage. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities, and disabled persons. Interested persons from these groups are strongly encouraged to apply. Applicants are requested to forward a curriculum vitae and copies of publications to the address below. Applicants must also arrange to have three letters of reference forwarded directly to: R.P. Saunders, Chair, Department of Law, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6. Deadline for receipt of applications is April 30, 1993.

## LIBRARY

**ALGOMA UNIVERSITY COLLEGE** is seeking an entry-level professional librarian to serve as Coordinator of Information Services for the Arthur A. Wishart Library. The successful applicant will be responsible for the coordination and provision of reference services, including bibliographic instruction and online searching, the development and maintenance of the reference collection, and liaison with area high schools, as well as other duties. The Wishart Library has a staff of 14 and serves an undergraduate community of 1000 students and 80 full-time and part-time faculty in a broad liberal arts environment. Cross-cultural and interdisciplinary studies are encouraged. Qualifications required: M.L.S. (or equivalent degree) from an ALA accredited school; Excellent oral and written communication skills; Demonstrated commitment to reference services in an academic environment; High degree of computer literacy, including knowledge of, and experience with, a variety of computer-based information systems; Demonstrated ability to work independently and with a minimum of direction. Applications accompanied by a resume, a transcript of master's level courses with course descriptions, and the names of three referees, at least one of whom must be a previous employer, should be sent to: Patricia V. Burt, Library Director, Arthur A. Wishart Library, Algoma University College, 1520 Queen St. East, Sault Ste. Marie, Ontario P6A 2G4. Deadline for applications is May 30.

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## FACULTÉ DE MÉDECINE

**Département de physiologie/biophysique et Service d'endocrinologie**

Appel de candidature pour un poste d'assistante ou d'assistant de recherche engagé sur octroi de recherche, avec possibilité de renouvellement. L'échelle salariale sera déterminée selon l'expérience du candidat ou de la candidate. Les champs d'expertise devront être l'électrophysiologie en général, les mesures des courants ioniques par la technique de «patch clamp», en particulier, les mesures de calcium intracellulaire, isolation, couplage excitation-sécrétion et mesure de seconds messagers. Une lettre de présentation, accompagnée curriculum vitae du candidat ou de la candidate, ainsi que trois lettres de recommandation doivent être envoyées au Dr Nicole Gallo-Payet, professeure agrégée, Service d'endocrinologie, Département de médecine, Faculté de médecine, Université de Sherbrooke, Sherbrooke, Québec, Canada, J1H 5N4. Une opportunité identique sera offerte aux candidats et aux candidates, indépendamment de leur sexe. En accord avec les lois de l'immigration, cette offre d'emploi est réservée aux citoyennes et citoyens canadiens et aux résidentes et résidents permanents.

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University of Alberta
Edmonton

# Clinical Anaesthetists

## University of Alberta and The University of Alberta Hospitals

Vacancies now exist (three Full-time positions) at the University of Alberta and The University of Alberta Hospitals for academically oriented anaesthetists who wish to practise in a busy and diverse clinical setting.

The University of Alberta Hospital is a 1000-bed, tertiary care facility primarily serving Northern Alberta. It is the only centre in Western Canada performing cardiac transplantation. The Department of Anaesthesia, located in the Walter C. Mackenzie Health Sciences Centre, plays a major role in the teaching of undergraduates, residents and paramedical personnel, and is active in all areas of anaesthetic practice including obstetric, paediatric, neuro, and cardiac anaesthesia, Day Surgery, Intensive Care, and Chronic Pain Management.

Edmonton is a progressive community situated within a four hour drive of the Rocky Mountains, and offers a host of summer and winter recreational activities.

Candidates must be eligible for licensure in the Province of Alberta, and must be certified by the Royal College of Physicians and Surgeons of Canada, or achieve such certification within one year of their initial hospital appointment. Special consideration will be given to individuals with subspecialty training in paediatric, neuro anaesthesia, obstetric anaesthesia, chronic pain, liver transplantation, and critical care medicine.

Remuneration on a fee-for-service basis is competitive, and Full-time or Major Part-time appointments with the University of Alberta Faculty of Medicine are negotiable for appropriately qualified individuals.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The deadline for applications is May 31, 1993. Interested individuals are invited to send a curriculum vitae including the names of three references to:

Dr. B.T. Finucane
**Chairman, Department of Anaesthesia**
**University of Alberta**
**Room 3B2.32**
**Walter C. Mackenzie**
**Health Sciences Centre**
**Edmonton, Alberta T6G 2B7**
**Telephone: (403) 492-8887**
**Fax: (403) 432-1695**

*The University of Alberta is committed the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities, and women.*

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## CIVIL ENGINEERING

Applications are invited for the **D.C. Campbell Chair in Highway Construction and Pavement Research** in the Department of Civil Engineering at the University of New Brunswick. This is a tenure track academic position at a level commensurate with the experience of the applicant. The mission of the Chair is to work with the existing Geotechnical and Transportation Groups to provide undergraduate, graduate and continuing education courses; conduct grant-funded research; solicit and conduct contract research; and to disseminate research results. The Chair has been active in promoting these goals within the Atlantic Provinces and this initiative is expected to continue. The successful applicant must have a PhD and a demonstrated record of research, teaching and professional activities. Applicants must be eligible for registration with the Association of Professional Engineers of New Brunswick. A detailed resume with the names of three referees should be sent to:

Ralph M. Francis,
**Department of Civil Engineering,**
**University of New Brunswick,**
**P.O. Box 4400,**
**Fredericton, NB E3B 5A3**

Tel (506) 453-4521
Fax (506) 453-3568

The effective date of appointment is July 1, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of New Brunswick is committed to employment equity.

UNIVERSITY OF NEW BRUNSWICK

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# QUEEN'S UNIVERSITY
## FACULTY OF EDUCATION

The Faculty of Education, Queen's University, invites applications for a one-year position (with an option for renewal) to work in Peterborough with the Trent-Queen's Concurrent Teacher Education Program. Teaching assignments are coordinated by the program director; present needs are in one of the two following areas of Foundational Studies: Psychology or Sociology/Educational Contexts. This position is subject to the approval of the Principal of Queen's University, and will be from August 1, 1993 to July 31, 1994.

Trent University and Queen's University offer a joint Concurrent Teacher Education Program, located on the Peterborough campus of Trent University. Dr. Berrill of Queen's University is the program Director. Students complete a Trent BA/BSc while completing a portion of their Queen's BEd program in Peterborough. Each year 125 students are admitted into the first year of the program. To complete their BEd course requirements, students come to Queen's University in Kingston in the fall of the final year and return to schools in the winter for a four-month teaching internship.

**Responsibilities include:**
Teaching in the B.Ed. program in the Trent-Queen's Concurrent Teacher Education Program
Supervising pre-service students in their practise teaching placements in the Peterborough area
Providing service within the Faculty of Education, Queen's University and the educational communities.

**Requirements:**
Completed or nearly completed doctorate in Education; successful teaching experience at the elementary or secondary school level; and knowledge of the Ontario education system.
In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity program, welcomes diversity in the workplace and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities, and visible minorities.

Applicants should forward a letter of application, a curriculum vitae, one sample of recent professional/scholarly work, and the names and addresses of at least three persons to act as referees. The deadline for applications is by **1 May, 1993.** Mail to:

**W. Gar White, Acting Dean**
**Faculty of Education**
**Queen's University**
**Kingston, Ontario K7L 3N6**
**Phone: (613) 545-6210 FAX (613) 545-6584**

1993. Position is subject to budget approval. Professional librarians are covered by the collective agreement with the Algoma University College Faculty Association. Salary will be commensurate with experience and qualifications. Anticipated starting date is August 1, 1993.

### LITTÉRATURE

**UNIVERSITÉ LAVAL - Théorie Littéraire et Littérature Québécoise.** Le Département des littératures de la Faculté des lettres de l'Université Laval désire pourvoir des postes de professeures ou professeurs en théorie littéraire et en littérature québécoise. Type de poste de professeures, professeurs ordinaire selon la convention collective. Date d'entrée en fonction: 1er juillet 1993. Fonctions: la personne titulaire de ce poste devra assumer aux trois cycles un enseignement en théorie littéraire, en littérature québécoise et éventuellement en littérature française; assumer la direction de mémoires de maîtrise et de thèses de doctorat dans ses domaines de compétences; participer aux activités de recherche du Centre de recherche en littérature québécoise (CRELIQ); participer aux activités départementales et universitaires. Critères de sélection: doctorat en littérature; connaissance du corpus littéraire québécois; expérience de l'enseignement au niveau universitaire; expérience de la recherche, subventions et publications à l'appui; aptitude à travailler en équipe dans le contexte de la recherche. Note: le département souhaite notamment des candidatures de spécialistes d'analyses narratives. Traitement et conditions de travail selon la convention collective en vigueur. Faire parvenir sa candidature accompagnée d'un curriculum vitae et de trois lettres de recommandation avant le 1er mai 1993 à: Madame Marthe Pagé, directrice, Département des littératures, Faculté des lettres, Pavillon Charles-De Koninck, Université Laval, Cité universitaire, Québec, G1K 7P4. L'Université Laval applique un programme d'accès à l'égalité en emploi qui consacre la moitié des postes vacants à l'engagement de femmes. En accord avec les exigences du ministère de l'immigration du Canada, cette offre est destinée en priorité aux citoyennes et citoyens canadiens et aux immigrantes et immigrants reçus.

### MATHEMATICS

**UNIVERSITY OF WATERLOO - The Department of Pure Mathematics** at the University of Waterloo invites applications for a Tenured Appointment at the rank of Professor. Duties will include research and teaching at all levels. A candidate should have a strong record in teaching and graduate supervision as well as an outstanding international reputation for research in areas related to Algebraic Geometry and Algebraic Groups. The effective date of appointment is July 1, 1993 or as soon thereafter as possible. The deadline for applications is April 30, 1993. An application should contain the curriculum vitae of the candidate, plus four letters of reference sent directly from the referees. In accordance with Canadian immigration regulations this advertisement is directed at Canadian citizens and permanent residents of Canada. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples and persons with disabilities. All appointments are subject to the availability of funds. Please send applications to: Dr. J.W. Lawrence, Chair, Department of Pure Mathematics, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1.

### MATHEMATICS & STATISTICS

**UNIVERSITY OF NEW BRUNSWICK, Fredericton. The Department of Mathematics and Statistics** invites applications for a one-year term position at the Assistant Professor level, effective July 1, 1993. Candidates are expected to have a Ph.D. in pure or applied mathematics or in statistics, and to have a commitment to teaching and research. Salary will depend upon the candidate's qualifications. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of New Brunswick is committed to the principle of employment equity. The availability of this position is subject to budgetary approval. Applications together with CV and the names of three referees should be sent to: Dr. J.H. Thompson, Chair, Department of Mathematics & Statistics, University of New Brunswick, P.O. Box 4400, Fredericton, N.B., E3B 5A3.

**CARLETON UNIVERSITY - The Department of Mathematics and Statistics** wishes to nominate candidates for the NSERC Woman's Faculty Award. The appointment is to commence July 1, 1994. Applications are invited from outstanding candidates in any area of mathematics and statistics. Applicants should be aware of the regulations stated on pages 49-56 of the 1992 Scholarships and Fellowships Guide of NSERC. Note that applicants must be Canadian citizens or permanent residents of Canada as of October 15, 1993. Applications, including curricula vitae, should be addressed to: Dr. Cyril W.L. Garner, Chairman, Department of Mathematics and Statistics, Carleton University, Ottawa, Ontario K1S 5B6. Candidates should also arrange for three letters of reference to be sent to the same address. Information concerning the department, including research interests of the faculty, may be obtained upon request. The closing date for receipt of completed applications is September 1, 1993. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities, and disabled persons. Interested persons from these groups are strongly encouraged to apply.

### MEDICINE

**UNIVERSITY OF SASKATCHEWAN - General Internist: SK. The Department of Medicine,** College of Medicine, University of Saskatchewan, invites applications for an academic full-time position in General Internal Medicine, primarily based at Royal University Hospital, Saskatoon. Responsibilities include teaching and patient care. Expertise and commitment in clinical research would be highly desirable. Candidates should have FRCP(C) certification in internal medicine and be eligible for licensure in the province of Saskatchewan. This is a fully salaried position and not dependent on clinical earnings. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to employment equity. Please send applications, with curriculum vitae, and names of three referees to: Dr. R.M. Bala, Professor and Head, Department of Medicine, Royal University Hospital, Saskatoon, Saskatchewan, S7N 4J8.

**UNIVERSITY OF SASKATCHEWAN - Geriatric Medicine: SK. The Department of Medicine,** College of Medicine, University of Saskatchewan, invites applications for an academic full-time position in Geriatric Medicine, primarily based at Royal University Hospital, Saskatoon. Responsibilities include teaching and patient care. Expertise and commitment in clinical research would be desirable. Candidates should have FRCP(C) certification in Internal Medicine and certificate of special competence (or eligible) in Geriatric Medicine. This is a fully salaried position and not dependent on clinical earnings. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to employment equity. Please send applications, with curriculum vitae, and names of three referees to: Dr. R.M. Bala, Professor and Head, Department of Medicine, Royal University Hospital, Saskatoon, Saskatchewan, S7N 4J9.

**DALHOUSIE UNIVERSITY - Academic General Internist: NS -** The Division of General Medicine at Dalhousie University seeks a full-time general internist with training in medical education or clinical research for the Victoria General Hospital. The successful applicant will participate in the provision of patient care in the setting of clinical teaching units and ambulatory care with undergraduate and graduate students in internal medicine. He/she will be expected to develop and participate in clinical or educational research. Requirements include a Canadian fellowship in internal medicine (or its equivalent) and eligibility for a license in Nova Scotia. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and landed immigrants. Dalhousie University is an employment equity/affirmative action employer. The university encourages applications from qualified women, aboriginal peoples, visible minorities and persons with disabilities. Send curriculum vitae and the names of three referees to: Dr. Brian O'Brien, Head, Division of General Medicine, Dalhousie University, Rm. 431 MacKenzie Bldg., Victoria General Hospital, Halifax, NS, Canada, B3H 2Y9. Tel: (902) 428-2396. Fax: (902) 428-2558. Applications close 30 April 1993.

### MICROBIOLOGY

**UNIVERSITY OF ALBERTA - The Department of Microbiology, Faculty of Science,** University of Alberta, has available a tenure track Assistant Professor position effective July 1, 1994. Candidate must have a Ph.D. degree with postdoctoral experience and a demonstrated ability to develop an independent and productive research program. Excellent candidates will research interests in molecular approaches to all aspects of modern microbiology are encouraged to apply. The candidate will be expected to develop a strong graduate research program and to participate in the teaching of a variety of undergraduate Microbiology courses. Salary range depending upon qualifications and experience: $40,035. - $57,004. (currently under review). Send curriculum vitae, a statement of research interests, and the names of three references to Dr. William Paranchych, Selection Committee Chair, Department of Microbiology, University of Alberta, Edmonton, Alberta, Canada T6G 2E9. Application deadline: August 31, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

### MUSIC

**UNIVERSITY OF GUELPH - The Department of Music** at the University of Guelph invites applications for a tenure-track appointment at the level of Assistant Professor, to take effect 1 September 1993. Position in 19th and/or 20th century music with demonstrated expertise in choral performance. Duties include conducting the University of Guelph Choirs and teaching musicianship as well as music theory or music history courses. Ph.D./D.M.A. required. Candidates must have teaching experience at university level and show evidence of scholarly ability. Salary will be determined according to qualifications and experience. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The appointment is subject to final budgetary approval. Send a letter of application, detailed c.v., and three confidential letters of recommendation to Dr. M. Cyr, Chair, Department of Music, University of Guelph, Guelph, Ontario, N1G 2W1, before May 1, 1993.

**THE UNIVERSITY OF WESTERN ONTARIO -** Applications are invited for one tenure track position in Music History. Applicants should possess a PhD (or equivalent) in musicology. The successful applicant will have the foundations of a strong publication record and will show evidence of substantial ongoing research activity and solid teaching ability. The department has identified needs in Renaissance and nineteenth-century music and directs this advertisement to qualified scholars with specialties in these areas. Duties will include teaching of graduate and undergraduate courses, thesis supervision in areas of specialization and research. Initial appointment will be at the rank of Assistant Professor (current salary floor $38,500) and will commence 1 July 1993. Apoications should be addressed to: Dr. Richard Semmens, Chair, Department of Music History, University of Western Ontario, London, Ontario N6A 3K7. Closing date for applications: 1 May, 1993 or when position is filled. Positions are subject to budget approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

**THE UNIVERSITY OF WESTERN ONTARIO - Department of Theory and Composition** invites applications for a probationary position (tenure track) in music theory at the rank of Assistant Professor. Probable appointment date: 1 July 1993. Qualifications: Ph.D.; demonstrated effectiveness as teacher; record of publication in music theory or evidence of strong potential to publish. All research specialties in music theory will be considered; however, an ability to teach history of theory topics is a priority, and special research and teaching interests and abilities in areas other than Schenkenian and pitch-class set theory will probably be favored. As well, the successful candidate will evince a strong interest in the undergraduate core-theory and musicianship skills courses, and issues arising therefrom. Teaching duties: broad range of undergraduate theory courses, graduate courses; thesis advising. Salary commensurate with qualifications and experience. Send letter of application, curriculum vitae, and three letters of recommendation or university placement file to: Richard S. Parks, Chair, Department of Theory and Composition, Faculty of Music, The University of Western Ontario, London, Ontario N6A 3K7. Closing date for applications: 1 May, 1993 or when position is filled. Positions are subject to budget approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

### NEPHROLOGY

**DALHOUSIE UNIVERSITY - Nephrology: N.S. -** A nephrologist with interests in transplantation and a strong research background is required at Dalhousie University and the Victoria General Hospital, Halifax, Nova Scotia. The successful applicant will be expected to develop and maintain a research program devoted to transplant immunology and molecular genetics with a minimum time commitment of 75% for research endeavors. Specific expertise in the areas of gene transcriptional regulation and/or gene expression in kidney epithelial cells is sought. Applicants must have Canadian specialist qualifications (FRCPC) or equivalent in nephrology and be prepared to participate in our renal transplant and nephrology consultative services two to three months per year. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and landed immigrants. Dalhousie University is an employment equity/affirmative action employer. The university encourages applications from qualified women, aboriginal people, visible minorities and persons with disabilities. Please apply within 30 days and send a curriculum vitae and the names of three referees to Dr. Allan D. Cohen, Head, Division of Nephrology, 5077 A.C.C., Victoria General Hospital, 5820 University Avenue, Halifax, Nova Scotia B3H 1V7. Tel. (902) 428-4022; Fax (902) 428-2675.

### OPTOMETRY

**UNIVERSITY OF WATERLOO - School of Optometry.** Applications are being accepted for a 2-year definite-term appointment at the Assistant/Associate Professor level in the School of Optometry. It is likely that this position will be readvertised as tenure-track in 2 years time, and the incumbent would be eligible to apply for the ongoing position. Successful candidates will be expected to instruct in the School's professional, graduate and clinical programmes and carry out research. Applicants should be eligible for optometric licensure in Ontario, have earned a Ph.D. in vision science or a related field, have demonstrated independent research capability and possess clinical skills in advanced diagnostic procedures. Salary to be commensurate with qualifications and experience. Interested persons should send their curriculum vitae and the names of three referees by April 30, 1993 to: Dr. A.P. Cullen, Director, School or Optometry, University of Waterloo, Waterloo, Ontario, N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native people, and persons with disabilities. This appointment is subject to the availability of funds.

### PHILOSOPHY

**UNIVERSITY OF PRINCE EDWARD ISLAND - The Department of Philosophy,** University of Prince Edward Island, invites applications for a full-time limited-term replacement at the Lecturer or Assistant Professor level (subject to budgetary approval). Candidates should have a Ph.D. or be near completion and should be able to teach undergraduate courses in Introductory Philosophy, Foundational Ethics, History or Philosophy and perhaps Philosophy of Religion or Feminism. Salary is commensurate with qualifications and teaching experience. Applicants should send a curriculum vitae, evidence of teaching effectiveness, and the names and addresses of three referees to: Ken Butler, Chairperson, Department of Philosophy, University of Prince Edward Island, 550 University Avenue, Charlottetown, **P.E.I. C1A 4P3.** The effective date is 1 August or 1 September, 1993. Applications will be accepted until May 15, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UPEI offers equal employment opportunities to qualified male and female applicants.

**UNIVERSITY COLLEGE OF CAPE BRETON - School of Arts and Social Sciences, Sub-Department of Philosophy, Assistant Professor, Sabbatical Replacement.** Please quote reference number PHILSABB930239. The Sub-Department of Philosophy at the University College of Cape Breton invites applications for a one (or possibly two) year sabbatical replacement position at the rank of Assistant Professor, subject to budgetary approval. Applicants should have a Ph.D., some teaching experience, and


Memorial
University of Newfoundland

## FACULTY OF MEDICINE
## MOLECULAR BIOLOGY

Applications are invited for one, and possibly two, tenure track positions as **Assistant Professor of Molecular Biology** within the Division of Basic Medical Sciences. Applicants should possess a Ph.D. or equivalent and relevant post-doctoral training and will be expected to develop an independent, externally funded research programme. The Division of Basic Medical Sciences consists of approximately 45 scientists with strong research groups in cardiovascular physiology, human genetics, immunology, molecular biology and neuroscience. The molecular biology group has existing strengths in cancer research, virology, human genetics and developmental biology. The modern, well equipped laboratories of the Faculty of Medicine are housed adjacent to the General Hospital in the Health Sciences Centre on the campus of Memorial University.

Applicants should submit their curriculum vitae and a brief statement of research interests and future plans, by **May 15, 1993,** and arrange to have three letters of reference forwarded to:

Dr. R.S. Neuman
Associate Dean of Basic Medical Sciences
Faculty of Medicine
Memorial University of Newfoundland
St. John's, Newfoundland, Canada
A1B 3V6

*Memorial University is committed to employment equity. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.*



## LEGAL OFFICER

The Canadian Association of University Teachers requires the services of a staff legal officer for a 1 year limited term contract with the possibility of an additional year to replace a staff member while on leave. Candidates must be willing and able to travel extensively.

**Responsibilities include:**
- providing advice to university faculty associations on labour issues and grievances
- representing members in arbitrations with respect to matters related to violations of academic freedom, tenure, dismissal and discrimination

**Qualifications:**
In addition to holding a law degree, the ideal candidate should have:

- extensive experience in arbitration work, preferably in a university setting
- a sound understanding of rights issues as they pertain to academic freedom and to issues affecting women
- a legal knowledge of or experience in industrial relations
- a good understanding of the university setting as a workplace

**Position Effective:** September 1993.
Interested parties should forward their curriculum vitae, along with the names of three referees, to:

**Dr. Donald C. Savage**
**Executive Director**
**CAUT**
**308 - 294 Albert St.**
**Ottawa, ON K1P 6E6**

*CAUT welcomes applications from members of designated minority groups. We would also welcome applications from law faculty who may be interested in pursuing this opportunity as a sabbatical project.*



## JURISTE

L'Association canadienne des professeures et professeurs d'université sollicite la candidature d'une personne à titre d'agent ou d'agente dans le domaine juridique pour un contrat de 1 an et la possibilité d'une année additionnelle, en vue de remplacer un membre du personnel en congé. La personne titulaire de ce poste doit être disposée à se déplacer fréquemment.

**Fonctions:**
- consultation auprès d'associations de professeures et professeurs d'université en matière de relations de travail et de griefs
- représentation de membres dans des cas d'arbitrage portant sur la violation de la liberté universitaire, de contestations relatives à la permanence, de licenciement et de discrimination.

**Critères de sélection:**
En plus de détenir un diplôme en droit, idéalement la personne doit avoir:
- une expérience étendue de la procédure d'arbitrage, de préférence en milieu universitaire
- une bonne connaissance des questions de droits, notamment dans les causes de liberté universitaire et celles touchant les femmes
- des connaissances juridiques ou de l'expérience dans les relations industrielles
- une bonne compréhension du milieu universitaire en tant que milieu de travail

**Entrée en fonctions:** septembre 1993.

Les personnes intéressé sont priées d'adresser leur curriculum vitae, accompagné du nom de trois répondants, comme suit:

**Dr. Donald C. Savage**
**Directeur général**
**ACPPU**
**308 - 294, rue Albert,**
**OTTAWA (Ontario) K1P 6E6**

*L'ACPPU accueillera les offres de service des personnes appartenant à des groupes minoritaires désignés. Nous serons heureux également de recevoir des offres de professeures et professeurs de droit qui désireraient étudier cette possibilité à titre de projet de congé sabbatique.*

demonstrated research ability. AOS: Philosophy of Science, Philosophy of Mind. AOC: Logic, History of Philosophy. Salary dependent on qualifications. Applicants should submit a letter of application, curriculum vitae, teaching evaluations, writing samples, and names, addresses, and telephone numbers of three referees by April 30, 1993 to: Director of Human Resources, University College of Cape Breton, P.O. Box 5300, Sydney, Nova Scotia, Canada B1P 6L2, FAX (902) 562-7499. In accordance with the Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. University College of Cape Breton is an equal opportunity employer

**UNIVERSITY OF ALBERTA - Department of Philosophy.** The Department of Philosophy invites applications for a tenure-track position at the rank of Assistant Professor (1992-93 salary range $40,035 to $49,423), beginning July 1, 1993. PhD or equivalent, teaching experience and publications are required. The area of specialization is Philosophy of Science preferably with an interest in history of science. Candidates must have strong commitments to research, to teaching at both the undergraduate and graduate levels, and be qualified to undertake supervision at the Master's and Doctoral levels. Deadline for receiving applications, which should include a curriculum vitae and three letters of reference, is May 15, 1993. They should be sent to Peter A. Schouls, Chair, Dean's Advisory Selection Committee, Department of Philosophy, University of Alberta, 4-108 Humanities Centre, Edmonton, Alberta, T6G 2E5. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women. Filing this vacancy will be subject to final budgetary authorization.

**THE UNIVERSITY OF TDRONTO: Scarborough College, Philosophy.** Applications are invited for a three-year contractually limited term appointment of Assistant Professor of Philosophy (position subject to final funding approval). Qualifications: doctorate and teaching experience, research and undergraduate teaching in philosophy, specialization open. Duties: Teaching introductory philosophy, early and late modern philosophy, and applied ethics. Appointment is effective 1 July 1993. Complete dossier which must include C.V. and 3 letters of reference, and should include evidence of scholarly and teaching ebility, are to be sent to Professor John Walden, Chair, Division of Humanities, Scarborough College, University of Toronto, 1265 Military Trail, Scarborough, Ontario, M1C 1A4. The deadline for applications is 30 April 1993. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents. In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women and men, members of visible minorities, aboriginal peoples and persons with disabilities.

**THE UNIVERSITY OF CALGARY Department of Philosophy** invites applications for a Full-time Sessional position for the period September 1, 1993 - April 30, 1994. The position is conditional on budgetary aporoval. Teaching responsibilies will consist of five hall courses, two being in first year Ethics and the third an intermediate course on Moral Theories. Preferred areas for the remaining courses are any of: philosophy of law, biomedical ethics, decision theory, philosophy and feminism, 18th-20th century European philosophy. Applicants should have a PhD or be near completion. Salary for candidates with PhDis $25,460 plus benefits. The University of Calgary has an Employment Equity Program and encourages applications from all female qualified candidates, including aboriginol people, visible minorities and people with disabilities. Applications should include a curriculum vitae, at least two letters of reference, and some assessment of teaching experience and effectiveness where available. Complete applications should be received by June 8, 1993, sent to the attention of: Brenda M. Baker, Head, Department of Philosophy, The University of Calgary, 2500 University Drive NW, Calgary, Alberta, Canada T2N 1N4; FAX: (403) 284-0848. Please direct further enquiries to (403) 220-5539.

**ALGOMA UNIVERSITY COLLEGE** invites applications for a full-time, one-year terminal appointment (a sabbatical replacement) with the Department of Philosophy to teach the following courses: Philosophy of Science: Early Modern Philosophy: Descartes through Kant; Origins of Western Philosophy. Salary will be commensurate with qualificetrons and experience. Minimum qualification is a possession of a graduate degree in Philosophy. The appointment is subject to final budgetary approval. Applications will be accepted until the position is filled. In conformance with Immigration Canede requirements, priority will be given to Canadian citizens and permanent residents. Algoma University College encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. Applicants should send a current curriculum vitae, with references to: Dr. Jong S. You, Acting Academic Dean, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4.

## PHYSICS

**BROCK UNIVERSITY - The Department of Physics** at Brock University invites applications for e tenure-track position at the assistent professor level in experimental Physics, to commence July 1, 1993. The successful candidate will have e Ph.D. and be expected to establish a productive research program end to assume normal undergraduate and graduate teaching duties in the Department. Preference will be given to areas of experimental condensed matter, biophysics, atmospheric physics or observational astronomy. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Coneda. Applcations, including a curriculum vitae and three names of three referees, should be sent to The Chair, Department of Physics, Brock University, St. Catharines, Ontario, Canada L2S 3A1, for receipt by May 1, 1993. Brock University rs an equal opportunity employer. Smoking at Brock University is strictly conrolled. The position is subject to budgetary confirmation. Brock University is committed to a Positive Action Policy aimed at reducing gender imbalance in faculty; eligible women candidates are especially encouraged to apply.

**MCMASTER UNIVERSITY** - See advertisement under Chemistry.

## POLITICAL STUDIES

**QUEEN'S UNIVERSITY - The Department of Political Studies** at Queen's University invites applications for a tenure-track appointment al the Assistant Professor level, in the field of Canadian political studies with an interest and competence in public poinon, political behaviour and related areas. This appointment would begin 1 July 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity program which emphasizes diversity in the workplace, and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities, and visible minorities. Queen's University is willing to help the spouse of a new appointee to seek suitable employment. Applications, including curriculum vitae, university transcripts and names of three referees, should be sent to: David G. Hoglund, Head, Department of Political Studies, Queen's University, Kingston, Ontario, K7L 3N6, by the closing date of 30 April 1993. Our fax number is: (613) 545-6848.

## PSYCHIATRY

**UNIVERSITY OF ALBERTA - Psychiatrist.** A psychiatnsl is required immediately lo fill the position as Chief-of-Service, psychiatric Day Hospital at the Department of Psychiatry, University of Alberta, Edmonton. The Day Hospital is an integral part of e laige ambulatory care facility which includes a Walk-In Clinic end en Evening Hospital. The principal catchment area includes greater Edmonton and surrounding rural areas. A broad range of psychiatnc disorders are treated, including both adult and adolescent disorders. The treatment team includes experienced psychologists, social workers, nurses, occupational therapists and school teachers working in an active therapeutic milieu setting. Therapeutic modalities include group and family therapy, psychopharmacologic intervention, and school and work experience programs. There is a strong commitment to inservice training, professional stimulation and growth. Although eclectic in style, the successful applicant will demonstrate particular interest in psychodynamire group and family therapy and an ability to provide leadership to a multidisciplinary team used to working as a team. Formal, including conducting staff relations meetings in support of the successful functioning of the milieu setting in which therapy is conducted. The successful candidate will have a provan acadamic background and will be expected to contribute to the research and teaching of the Department as well as to clinical services. Applicants must have Canadian Fellowship qualifications in psychiatry or an equivalent as well as being licensed to practice in Alberta. The appointment will be full-time geographic al an academic level commensurate with qualifications and experience. Salary Range: Assistant Professor: $40,035 - $57,003; Associate Professor: $49,423 - $71,725; Professor: $61,593 and up. There is additional opportunity for clinical earnings. Deadline for Applications: May 15, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Further details may be obtained from Dr. H.F.A. Azim, Director, Division of External Psychiatric Services, 1E5.19 Walter Mackenzie Centre, University of Alberta, Edmonton, Alberta T6G 2B7; Telephone: (403) 433-8016. Please forward applications to: Dr. R.C. Bland, Chair, Search and Selection Committee, Department of Psychiatry, 1E7.44 Walter Mackenzie Centre, University of Alberta, Edmonton, Alberta, Canada T6G 2B7. The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aborginal persons, disabled persons, members of visible minorities and women.

## PSYCHOLOGY

**UNIVERSITY OF PRINCE EDWARD ISLAND - Psychology.** Subject to budgetary approval, applications are invited for a tenure-track position in which the Assistant Professor. Applicants should have a Ph.D. Applications are especially invited from individuals with expertise in human computer interface fields; individuals with different areas of interest may also be considered. We are seeking applicants with a demonstrated commitment to excellence in student-centered undergraduate teaching and with an ability to involve students in their research. The University's commitment to a policy of employment equity and addressing gender imbalance in the make up of the faculty. Accordingly, female candidates are especially urged to apply for this position. The successful candidate will teach 6 semester-long undergraduate courses annually, in a variety of content areas. Honours thesis supervision is required. Salary floor of the assistant professor level for 1992-93 was $39,685. The University of Prince Edward Island is a primarily undergraduate institution with 2,700 full-time students. A collegial Department of Psychology with full-time faculty members graduates the largest number of majors in the university. The size of the university and province lead to many opportunities for collaboration and applied research. Send letter of application, curriculum vitae, copies of recent publications, and three letters of reference to: Dr. Philip Smith, Chair, Department of Psychology, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. The effective date of appointment is 1 July, 1993. The closing date for receipt of applications and supporting documents is 1 May, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

**UNIVERSITY OF WINDSOR - The Department of Psychology** at the University of Windsor invites applications for a one-year, limited term position at the Assistant Professor level, beginning July 1, 1993. Applicants should hold the Ph.D. degree in Psychology. This position involves teaching courses in Methodology, Statistics, and e recognized area of Social or Applied Psychology. The successful candidate should also be able to render consultative services in Statistics and Methodology. The University of Windsor is committed to employment equity and welcomes applications from Aboriginal Peoples, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian Immigration requirements this advertisement is directed, in the first instance, to Canadian citizens and permanent residents of Canada. Applicants should send curriculum vitae and request that three letters of reference be sent to: Dr. Stewart Page, Acting Head, Department of Psychology, University of Windsor, Windsor, Ontario, N9B 3P4; FAX: (519) 973-7021.

**QUEEN'S UNIVERSITY. Department of Psychology.** A tenure track position at the Assistant Professor level is available starting 1 July 1993, or as soon as possible, in the area Industrial/Organizational Psychology. Queen's University is located in the historic city of Kingston, an attractive community of approximately 125,000, situated al the confluence of Lake Ontario and the St. Lawrence River, and roughly equidistant from Toronto, Ottawa, Montreat and Syracuse, N.Y. The successful candidate will have a Ph.D., with a specialization in Industrial/Organizational Psychology, and will have a program of research in human resource management or macro organizational behaviour. She or he should also be able to teach research design and quantitative methods, including multivariate statistics at the undergraduate or graduate level. In addition to teaching undergraduate and graduate courses, the successful candidate is expected to supervise the research of undergraduate and graduate students and to maintain an active research program. Decisions will be made on the basis of demonstrated research competence (as indicated by publication record), teaching ability and potential for collegial service. In accordance with Canadian immigration requirements, this advertisement rs directed to Canadian citizens and permanent residents. Queen's University has an employment equity program, welcomes diversity rn the workplace and encourages applications from all qualified candidates, including women, aborginel peoples, people with disabilities and visible minorities. Queen's University is willing to help the spouse of new appointees seek suitable employment. Applications, curriculum vitae, copies of recent publications and letters from three referees should be sent to Dr. R. Kalin, Head, Department of Psychology, Queen's University, Kingston, Ontario K7L 3N6, telephone (613) 545-2492, fax (613) 545-2499.

**QUEEN'S UNIVERSITY. The Department of Psychology** has a two year non-renewable position at the Assistant Professor level available, starting 1 July 1993, or as soon as possible thereafter. The Assistant Professor base selary for 1992/3 is $37,950. Queen's University is located in the historic city of Kingston, an attractive community of approximately 125,000, situated al the confluence of Lake Ontano and the St. Lawrence River, and roughly equidistant from Toronto, Ottawa, Montreat and Syracuse, N.Y. The successful candidate will have a Ph.D. in Clinical Psychology and be registered or eligible for registration in Ontario. Candidates with interests in forensic or developmental psychology are particularly encouraged to apply. The successful candidate rs expected to teech undergraduate and graduate courses, to supervise the research of undergiaduate students and to assist in the supervision of graduate students. He or she is also encouraged to mamtain an active research program. In accordance with Canadian immigralron requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity program, welcomes diversity in lhe workplaca and encaurages applications from all qualified candidates, including women, aborginal peoples, people with disabilities and visible minorities. Queen's University is willing to help the spouse of new appointees seek suitable employment. Applications, curriculum vitae, copies of recent publications and letters from three referees should be sent to Dr. R. Kalin, Head, Department of Psychology, Queen's Universily, Kingston, Ontario K7L 3N6, telephone (613) 545-2492, fax (613) 545-2499.

**UNIVERSITY OF WATERLOO - The Department of Psychology** al the University of Waterloo anticipales possible openings in Bposychology and Cognitive Psychology. The preference is for appointments el the level of assistant professor. Responsibilities include teaching el both the graduate and undergraduate levels, development of a sustained research program, supervision of student research, and collegial participation in department activities. Applicants should submit a caver letter, vita and samples of schotarly work, and should arrange to have al least three letters of recommendation sent directly to Dr. T. Gary Waller, Chair, Department of Psychology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. Appointments are subject to budgelary approval. The University of Waterloo encourages applications from both women and men, members of visible minorities, native peoples and persons with disabilities. Candidates eligible for NSERC Women Faculty Awards are particularly welcome. In accordence with Canadian immigration regulations, this advertisement is directed to citizens and permanent residents of Canada.

## RELIGIOUS STUDIES

**McGILL UNIVERSITY - The Faculty of Religious Studies,** McGill Unrversity, invites applications for a senior appointment in Christian Ethics to begin September 1, 1994. We ere looking for an established scholar who has a strong record of publication in the field of Christian Ethics with an emphasis on social ethics. The candidate should have a degree in theology and be able to teach courses in the theological program at the undergraduate and graduate levels. Teaching duties will also include courses for Arts undergraduates (Religion and Society; The Secular Condition) and graduate seminars and thesis supervision (MA, Ph.D.). Salary and rank will be commensurate with qualifications and experience. In accordance with Canadien immigration regulations, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Closing date for receipt of applications is September 30, 1993. Applications, including a complete dossier and at least three letters of reference received directly from the referees, should be forwarded to Dean Donna Runnalls, Faculty of Religious Studies, McGill University, 3520 University St., Montreal, P.Q., H3A 2A7. McGill University is committed to equity in employment.

## SLAVIC STUDIES

**UNIVERSITY OF OTTAWA - Department of Modern Languages and Literatures.** Full-time one-year replacement position rn Russian language and literature al the level of Assistant Professor. Starting 1 July 1993. Qualifications and description : Ph.D. in Russian literature. Expenence and publication record should be such as to qualify the candidate to supervise graduate research. Teaching duties: Graduate courses in Theory of Literature and/or Twentieth century Russian Literature. Demonshated ability to teach undergraduate Russian-language courses at all levels. The University of Ottawa is a bilingual institution (English-French). Preference will be given to candidates who are fluently bilingual. In accordance with Canadian immigration requirements this advertisement is directed primarily to Canadian citizens and landed immigrents. This University rs an equal opportunity employer. Application deadline 15 May 1993. Send application with cumulum vilae, and names of three referees to: Dr. Juana Munoz-Liceras, Chairperson, Department of Modern Languages and Literatures, University of Ottawa, Ottawa, Ontario K1N 6N5.

**UNIVERSITE D'OTTAWA - Département de langues et littératures slaves.** Poste de professeur(e) *remplaçant(e) à plein temps*, au niveau de professeur(e) adjoint(e), en langue et littérature russe, pour une année. Début: 1 juillet, 1993. Formalion et compélence requises: Doctorat en literature russe. L'expérience et le dossier de publications devront permettre à la candidate ou au candidat de diriger des recherches au niveau des études supérieures. Allections d'enseignement: Cours de deuxième et troisième cycle sur la théone de la littérature russe et/ou la littérature russe du vingtième siècle. Aptitude manifesté à enseigner des cours de premier cycle de la langue russe à tous les niveaux. L'Université d'Ottawa est une institution bilingue. La préférence sera accordée aux candidat(e)s bilingues (français-anglais). Conformément aux exigences prescrites en meliére d'immigration au Canada, cette annonce s'adresse aux citoyen(ne)s canadien(ne)s et aux résident(e)s permanent(e)s. L'Université a une politique d'équité en matiére d'emploi. Date de clôture: 15 mai, 1993. Prière d'adiesser sa lettre de candidature, son curriculum vitae et les noms de trois répondants à: Dr. Juana Muñoz-Liceras, Directrice, Département de langues et littératures modernes, Université d'Ottawa, Ottawa, Ontario K1N 6N5.

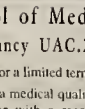
## SOCIOLOGY

**QUEEN'S UNIVERSITY - The Department of Sociology** at Queen's University will be making a tenure-track appointment at the assistant professor level commencing January 1 or July 1, 1994. The candidate should possess a Ph.D. and have experience in research and teaching in feminist sociology and classical sociological theory. Applications from candidates with an interest in race and gender issues are especially welcome. Currently the Department has a Master's programme, and the candidate is expected to assist in the implementation of a new Ph.D. programme focused on social studies, feminist sociology and critical theory and the social impact of the new technologies. Salary is commensurate with experience and qualifications. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities and visible minorities. (Queen's University is willing to help the spouse of a new appointee to seek suitable employment.) Applications, including vitae and names of three referees, should be sent to the Chairperson, Appointments Committee, Department of Sociology, Queen's University, Kingston, Ontario, K7L 3N6, Canada. The closing date for receipt of epoications is July 30, 1993.

## SOCIOLOGY & ANTHROPOLOGY

**UNIVERSITY OF PRINCE EDWARD ISLAND - The Department of Sociology and Anthropology,** University of Prince Edward Island, invites applications for a nine-month term appointment in Anthropology el the Lecturer or Assistant Professor level (subject to budgetary approvel). Salary floor of the Assistant Professor level for 1992-93 was $38,685.

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THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

## SENIOR LECTURER IN ADOLESCENT MEDICINE

### School of Medicine

Vacancy UAC.252

This post is available for a limited term of five years.

Candidates must hold a medical qualification registrable in New Zealand together with a recognised postgraduate qualification in Paediatrics or Internal Medicine and should have some experience in teaching undergraduate and postgraduate medical students. The successful applicant must have training and experience in Adolescent Medicine. He/she must have demonstrated an ability to undertake research in some aspect of Adolescent Medicine and will be expected to pursue research activities in this field. The candidate will be expected to provide leadership in the development and implementation of adolescent health service plans.

Clinical responsibilities of 5/10 in Adolescent Medicine at Auckland Children's Hospital will be required.

Commencing salary will be established within the range NZ$67,808 - NZ$87,568 per annum.

**Closing date: 10 May 1993.**

## TWO LECTURESHIPS IN STATISTICS

### Statistics Unit of the Department of Mathematics & Statistics

Vacancy UAC.251

These are two new posts, created within the Statistics Unit of the Department of Mathematics & Statistics in response to a growth in student enrolments.

Applicants should have a proven record in teaching, research and consulting in some branch of Statistics or Applied Probability.

Commencing salary will be established within the range NZ$37,440 - NZ$49,088 per annum.

**Closing date: 30 May 1993.**

### Conditions & Procedures for Both Vacancies

Further information, Conditions of Appointment and Method of Application, should be obtained from the Academic Appointments Office, University of Auckland, Private Bag 92019, Auckland, New Zealand, phone (64) 9 373-7999, fax (64) 9 373-7454. **Three copies** of applications should be forwarded to reach the Registrar by the closing date specified.

**Please quote relevant Vacancy Number in all correspondence.**

W B NICOLL, REGISTRAR

*An Equal Employment Opportunity Employer*

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## AGRICULTURAL ENGINEERING
## IRRIGATION AND WATER MANAGEMENT

**The Department of Agricultural Engineering, jointly with the Brace Research Institute, McGill University,** invites applications for a position of Assistant Professor for teaching and research in irrigation; drainage and water management. The research activities should support the interests of the Brace Research Institute in arid zone irrigation and saline water. A Ph.D. is required, industrial or teaching and research experience and competence in French and English would be assets. The successful candidate is expected to pursue research, supervise graduate students and teach at the graduate and undergraduate levels. There is opportunity for some overseas assignments. The appointee should expect to collaborate with colleagues in the Brace Research Institute, the Faculty of Agricultural and Environmental Sciences and the Faculty of Engineering. The position will be available July 1, 1993. Salary is dependent on applicant qualifications and university salary scales. Applicants should send a curriculum vitae, list of recent published papers and the name, address and phone number of three referees, and state their eligibility for employment in Canada, to the **E.R. Norris, Chair, Department of Agricultural Engineering, McGill University, Macdonald Campus, 21,111 Lakeshore Road, Ste. Anne de Bellevue, Québec, Canada, H9X 3V9.** McGill University is committed to equity in employment. In accordance with Canadian Immigration requirements priority will be given to Canadian citizens and permanent residents. Applications will be accepted until June 7, 1993, and thereafter until the position rl filed

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## UNIVERSITY OF MANITOBA
## Faculty of Law

### DIRECTORSHIP OF CANADIAN LEGAL HISTORY PROJECT

The Faculty of Law invites applications for an appointment to the Faculty as Director of the Canadian Legal History Project effective, if possible, **July 1, 1993**. The Director will be responsible for administration ot the project, for research and publication, for teaching in legal history and related fields and for developing links between the Faculty of Law and other faculties and institutions where work on legal history is being undertaken. Where appropriate, the successful candidate may be asked to teach or assist in other Faculty courses. The successful candidate should have a substantial record of scholarship, demonstrated teaching abilities, superior administrative skills, and an advanced degree in law or history.

The position is a tenure-track position. Salary and rank for the position are commensurate with qualifications and experience and are negotiable. This appointment is subject to final budget approval.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people, and persons with disabilities. The University offers a smoke-free environment, save for specially designated areas. Priority consideration is given to Canadian citizens and permanent residents.

Applications, curriculum vitae, and references from three referees should be forwarded no later than **June 1st, 1993** to: **The Dean, Faculty of Law, University of Manitoba, Winnipeg, Manitoba, R3T 2N2**, FAX (204) 275-5540.

Required teaching: one semester of Social Organization (may be focused on kinship and descent), one semester of an area course, one year of Introductory Anthropology, plus two other courses. Preferred specialties: medical anthropology, sex and gender, and/or cultural ecology. Candidates should have a Ph.D. or be near completion, and have experience in undergraduate teaching. In accordance with Canadian immigration requirements, this ad is directed toward Canadian citizens and Landed Immigrants. An equal opportunity employer, we invite applications without prejudice or preference as to social category. Submit curriculum vitae, three references and letter of application by June 30, to Bruce Holbrook, Chair, Department of Sociology/Anthropology, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. The effective date of appointment is September 1, 1993.

**LAURENTIAN UNIVERSITY - Department of Sociology and Anthropology.** Applications are invited from men and women for a two-year contractually limited faculty position, subject to budgetary approval, in the Department of Sociology and Anthropology, Laurentian University, Sudbury, Ontario, commencing July 1st, 1993. Applicants should have a Ph.D. with a demonstrated teaching, research experience and publications in the areas of methodology and macro sociology. Preference will be given to bilingual candidates. Please send curriculum vitae to: Chairperson, Department of Sociology and Anthropology, Laurentian University, Sudbury, Ontario, P3E 2C6. Rank according to qualifications. Laurentian University is committed to equity in employment and encourages applications from all qualified applicants, including men, women, aboriginal peoples, members of visible minorities and persons with disabilities. In accordance with Immigration Canada requirements, priority will be given to Canadian citizens and permanent residents.

**MOUNT ALLISON UNIVERSITY - Department of Sociology and Anthropology.** Applications are invited for a tenure-track position, commencing on July 1, 1993. An applicant should hold a Ph.D. in Anthropology. Areas of established interest should include: gender studies, belief systems, ethnographic method, theory, and Oceania. Teaching experience in an interdisciplinary environment would also be an asset. Duties include undergraduate teaching in sociocultural anthropology and research. This appointment will be made at the rank of Assistant Professor or Associate Professor. The 1992-93 salary ranges for these ranks are Assistant Professor $34,169 to $48,008 and Associate Professor $43,395 to $66,459. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Brian Campbell, Head and Chair of the Search Committee, Department of Sociology and Anthropology, Mount Allison University, Sackville, N.B. E0A 3C0. The closing date for receipt of applications is April 30, 1993. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

## SPANISH

**UNIVERSITY OF OTTAWA - Department of Modern Languages and Literatures.** Full-time one-year replacement position in Spanish language and Spanish American literature at the level of Assistant Professor. Starting: 1 July 1993. Qualifications and description: Ph.D. in Spanish American literature. Publications and strong commitment to research. Teaching duties: Graduate and undergraduate courses in Spanish American Literature. Undergraduate courses in Spanish language and Spanish American culture. The University of Ottawa is a bilingual institution (English-French). Preference will be given to candidates who are fluently bilingual. In accordance with Canadian immigration requirements this advertisement is directed primarily to Canadian citizens and landed immigrants. This University is an equal opportunity employer. Application deadline: 15 May 1993. Send application with curriculum vitae, and names of three referees to: Dr. Juana Munoz-Liceras, Chairperson, Department of Modern Languages and Literatures, University of Ottawa, Ottawa, Ontario K1N 6N5.

**UNIVERSITE D'OTTAWA - Département de langues et littératures modernes.** Poste de professeur(e) remplaçant(e) à plein temps, eu niveau de professeur(e) adjoint(e), en langue espagnole et littérature hispano-américaine, pour une année. Début: 1 juillet, 1993. Formation et compétence requises: Doctorat en littérature hispano-américaine. Publications et intérêt marqué pour la recherche. Attributions d'enseignement: Cours de premier et deuxième cycle sur la littérature hispano-américaine. Cours de premier cycle de langue espagnole et de culture hispano-américaine. L'Université d'Ottawa est une institution bilingue. La préférence sera accordée aux candidat(e)s bilingues (français-anglais). Conformément aux exigences prescrites en matière d'immigration au Canada, cette annonce s'adresse aux citoyennes(s) canadien(ne)s et aux résident(e)s permanent(e)s. L'Université a une politique d'équité en matière d'emploi. Date de clôture: 15 mai, 1993. Prière d'adresser sa lettre de candidature, son curriculum vitae et les noms de trois répondants à: Dr. Juana Munoz-Liceras, Directrice, Département de langues et littératures modernes, Université d'Ottawa, Ottawa, Ontario K1N 6N5.

## STATISTICS & ACTUARIAL SCIENCE

**UNIVERSITY OF WATERLOO - The Department of Statistics and Actuarial Science** at the University of Waterloo invites applications for the position of Assistant Professor of Statistics beginning July 1, 1993. This is a tenure track position involving a 50% commitment to the Statistics Consulting Service. The successful candidate will have a Ph.D. in Statistics and at least two years' experience consulting in a multi-user environment. The successful candidate will have the potential to develop a collaborative research program with researchers in an area such as Biology, Engineering, Environmental or Health Sciences, and to develop an independent research program in an area of Statistics. Teaching experience in Statistics is a definite asset. Closing date for applications is April 30, 1993. Please submit a curriculum vitae and arrange for three letters of reference to be sent to the address below. One of the letters of reference should be from someone in an area outside of Statistics who can comment directly on the applicant's ability to consult effectively. Professor K.S. Brown, Chair, Department of Statistics and Actuarial Science, University of Waterloo, Waterloo, Ontario N2L 3G1 Canada. In accordance with Canadian immigration requirements, this advertisement is directed primarily to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

## VISUAL ARTS

**UNIVERSITÉ D'OTTAWA - Département d'Arte visuels.** L'Université d'Ottawa annonce l'ouverture de deux postes de professeur(e) remplaçant(e) à demi-temps dans le cadre des programmes de Baccalauréat en arts visuels (sculpture, peinture, ou photographie) et de Baccalauréat en théorie et histoire de l'art. Contrat d'un an: du 1er juillet 1993 au 30 juin 1994. Date limite des candidatures: le 30 avril 1993 ou jusqu'à ce que les postes soient comblés. Compétence requise pour enseigner dans les deux langues officielles. Conformément aux exigences relatives à l'immigration au Canada, ces postes sont offerts aux personnes de citoyenneté canadienne et de résidence permanente. L'Université a une politique d'équité en matière d'emploi. Les candidatures doivent nous parvenir accompagnées d'un curriculum vitae et d'une documentation visuelle du travail et les noms de trois personnes à qui s'adresser pour références, à l'adresse suivante: Le Directeur intérimaire, Département d'Arts visuels, Université d'Ottawa, 100, avenue Laurier, est, Ottawa, Ontario K1N 6N5.

**UNIVERSITY OF OTTAWA - Department of Visual Arts.** The University of Ottawa invites applications for two half-time replacement professor positions. The professors would be teaching in the Bachelor of Visual Arts Programmes (Sculpture, Painting, or Photography) or in the Bachelor with Honours in the Theory and History of Art. Appointment from July 1, 1993 to June 30, 1994. Deadline for Applications: April 30, 1993 or until appointment of suitable candidates. Teaching in both official languages is required. In accordance with Canadian immigration requirements, the advertisement is directed to Canadian citizens and permanent residents. Employment Equity in University Positions. Candidates should submit their Curriculum Vitae, visual document of their work and names of three referees to: The Interim Director, Department of Visual Arts, University of Ottawa, 100 Launer Avenue East, Ottawa, Ontario K1N 6N5.

**UNIVERSITY OF VICTORIA - The Department of Visual Arts,** University of Victoria, is offering a full-time, tenure-track teaching position in Painting. Applicants should be artists with extensive exhibition records. Applicants must also be able to teach students at the undergraduate and graduate levels. Initial three-year appointment from July 1, 1993. Candidates must have an M.F.A. degree, or equivalent professional qualifications, and previous post-secondary teaching experience. Please submit a curriculum vitae, slides of recent work, and the names of three referees to: Prof. Robert Mowry, Baden, Chair, Department of Visual Arts, University of Victoria, P.O. Box 1700, Victoria, BC V8W 2Y2. Please note that the deadline for applications is April 30, 1993. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Victoria is an employment equity employer and encourages applications from women, persons with disabilities, visible minorities, and aboriginal persons.

## ACCOMMODATIONS

**MONTREAL SABBATICAL RENT:** furnished house, 4 bedrms, study, 3 fireplaces, superb kitchen, garden. NOG area, nr shops, restaurants. 15 min by car (35 by transit) to universities/hospitals. Aug 93 to Aug 94 (negotiable). $1400/mo plus utilities. Phones (514) 392-6102, 484-2592. Fax Dr. Bregman (514) 398-4896.

**SABBATICAL LEAVE FROM CARLETON UNIVERSITY:** 3-bedroom home for rent. Short walk to Carleton, one block to canal and Dow's Lake. Fully furnished; office off bedroom, heated sunroom off kitchen. Available after July 1 to June 30, 1993. $1,600 mo. + utilities. Call 613-235-7876 (evenings); 613-788-3700 x7577 (days).

**LONDON NOUSE - London, England.** Convenient spring and summer accommodation in University of Guelph's London House. Apartments or rooms. Full cooking privileges. Minimum five nights, monthly rates available. Reasonably priced and newly renovated, this smoke free environment is ideal for academic/tourist travellers. Inquiries Guelph London House, c/o Cascott Property Management Services Inc., PO Box 4152, University of Guelph, Guelph, ON N1G 2W1 519-856-4412.

**MAISON A LOUER** - 1er août 1993 - 30 juin 1994 (congé sabbatique). Ville Saint-Laurent Qc (30 min. de l'Université de Montréal par métro). Cottage semi-détaché 2 1/2 pc. (3 chambres, bureau, cuisine, salon, salle à manger, salle de bain). Entrée d'auto, patio, grand terrain. Meublé, appareils électro-ménagers inclus. 800 $ par mois. Electricité, chauffage, téléphone en sus. Jean Duhamel, Faculté de Théologie, Université de Montréal, C.P. 6128, succ. A, Montréal Qc H3C 3J7 (514 343-6840).

**FOR RENT** July to December, inclusive. Large renovated 3rd-floor 6 1/2 room flat in beautiful historical greystone triplex. Mountain view, walking distance to McGill, five minutes from "the Main." Furnished, pine armoires, casement windows, etc. $750 per month. Contact Gail Scoll 514-845-5824.

**SABBATICAL RENT LANGUEDOC** Sept 93 June 94 Renovated old house in country town all facilities; vaulted living, 5 rooms, 2 bathrooms, scenic terrace, yard. 30 min, Montpellier campus or Nimes airport. $1100 per month. Contact Desjardins, 4070 Grand Boulevard, Montréal H4B 2X5, (514) 487 2312.

**FOR RENT PARIS STUDIO** in comf bldg. Furnished (inc. bedding + TV, phone, all appliances inc. w/d, sep. kitchen and WC, 4-piece bath, UG parking, etc. Lots of space; exc. location. Ideal for sab. Sept. 1 through June 94. 5775+ maint fees/month. (604) 228-9016.

**TORONTO SABBATICAL 93-94 Academic Year.** Furnished 4 bedroom house, with inground swimming pool, north of Toronto (Aurora); walking distance to all schools, shopping centre, GO-bus; available Aug/Sept 93 - Sept 94 (negotiable); $ 1200/month + utilities. Call (416)727-8498 or 739-4838.

**À LOUER** juillet et août - Provence - Proximité point du Gard, Uzès, Nimes, Avignon - propriété ancienne, beaucoup de charme, dans village classé - 5 chambres - 3 bains - jardin arboré clos mur - piscine - 5$.000,00 ff mensuels (personnel compris pour l'entretien le matin). Reduction si limestre complet avec join ou septembre. Ecrire à l'adresse suivante: M. Robert Martano, 27 rue de la Farigoule, 30210 Saint Bonnel du Gard - France. Tel (33) 66 37 40 06.

**SUMMER IN TORONTO: Beautiful detached furnished house** available for summer months of 1993: three bedrooms, leaded glass windows, fireplace, big deck and lush backyard; Eglinton and Avenue Road; comes complete with older, affectionate cat, $2,000/mo, includes cleaning lady and all utilities. Contact Suze Scott: (416) 978-3351 days or 489-5273 evenings.

**SOUTH OF FRANCE.** 20 minutes west of Grasse; fully furnished, two bedroom villa, between Callian and Montauroux; phone, washer, terrace, garden; available from July 1 to Sept 15, 10 months, $600.00 per month plus utilities; 011 33 94 47 61 34 from 22 March until 27 June; 416 688-5550, ext. 3374 until 15 March and after 28 June.

**CABLE NEAO, PRINCE EDWARD ISLAND.** New cottage on peaceful, private lour acres. Enchanting surroundings. Steps four. Fully equipped. Beautiful ocean view. Three-minute walk to quiet beach and safe swimming. May 29 onwards. $375 per week; plus tax Tel: (617) 282-4814

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# NOTICEBOARD

**ANNOUNCEMENT AND CALL FOR PAPERS.** Sponsored by the International Ergonomics Association (IEA) consisting of 26 federated national ergonomics societies around the world, this specialized conference will be a part of the XIIth Triennial IEA Congress. This Rehabilitation Ergonomics Conference (**August 15-19, 1994**) will be dedicated entirely to rehabilitation related ergonomic issues. General enquiries should be directed to the IEA '94 Secretariat, c/o JPDL Multimanagement Inc., Toronto, ON, Canada M5K 1E7; Tel: (416) 784-9396; Fax: (416) 784-0809.

**CALL FOR PAPERS:** Second Carleton Conference on the History of the Family, Carleton University, Ottawa, Canada, 12-14 May, 1994. The focus for the 1994 meeting will be sexuality, although papers on any aspect of the history of the family are welcome. The theme is interpreted broadly, and there are no restrictions as to period, place, topic, or perspective. Papers on sexuality are not restricted to any one orientation. The deadline for proposals is **1st October 1993.** The program will be decided by the 15th November 1993. Proposals and requests for further information should be sent to: Prof. Roderick Phillips, Department of History, Carleton University, 1125 Colonat Th Drive, Ottawa, Ontario K1S 5B6; Phone: (613) 788-2828; Fax: (613) 788-3619.

**INTERNATIONAL JOURNAL OF COMPARATIVE RELIGION** (I.J.C.R.) is a new quarterly publication, seeking to promote the interdisciplinary analysis of comparative studies on religion in world societies and cultures, past and present, from the diverse standpoints of an international community of scholars in the social sciences and humanities. Scholars are invited to send their contributions, not exceeding 25 pages, typed double spaced, along with an abstract. Manuscripts are evaluated by the editorial board and references. These may be addressed to: The Editor, **I.J.C.R.**, Department of Sociology, York University, North York, Ontario, Canada M3J 1P3. Book reviews are edited by Dr. Isaac Pinsky, Humanities, 245 Vanier College, York University.

**CALL FOR PAPERS** for a special Issue on Prevention: Focus on Children and Youth: The Canadian Journal of Community Mental Health is planning a Special Issue on "Prevention: Focus on Children and Youth" for the fall of 1994. Abstracts for potential papers should be sent before **October 1, 1993**, and final manuscripts for review **by December 15, 1993**, at the following address. Isaac Pinsky, Ph.D., Associate Editor, Canadian Journal of Community Mental Health, Department of Psychology, Wilfrid Laurier University, Waterloo, Ontario N2L 3C5; Telephone: (519) 884-1970; e-mail: ipilee@mach1.wlu.ca.

**CONFERENCE AND CALL FOR PROPOSALS:** Information Technology and the Teaching of Mathematics and Natural Science. Project Prometheus (a University of Manitoba, **Faculty of Education/IBM** Canada cooperative project) in cooperation with the Science Teachers Association of Manitoba, the Manitoba Association of Mathematics Teachers, and the Manitoba Association for Computing Teachers is hosting an international conference in Winnipeg, **October 21-23, 1993**. The conference will focus on the use of information technology - microcomputers, multimedia, microcomputer-based laboratories - by mathematics and science teachers. A one-page abstract of presentations should be submitted by January 1, 1993 to: Barbara McMillan, Project Prometheus, Room 435, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2; Fax (204) 275-5962.

**THIRD INTERNATIONAL CONFERENCE ON ETHICO-ECONOMICS:** Relations Between Ethical Values and Social Institutions. **Oct. 8 & 9, 1993,** University College of Cape Breton, Sydney, N.S. Professor M.A. Choudhury, Social Sciences, University College of Cape Breton, Sydney, N.S. B1P 6L2; (902) 539-5300.

**JOINT CONFERENCE** of The International Society for Exploring Teaching Alternative and The National Center on Peal Secondary Teaching, Learning, & Assessment. ISETA and NCTLA announce a joint conference to explore innovative contexts and methods to facilitate learning. This conference will reflect the shared purposes of ISETA and NCTLA. The conference, hosted by Weber State University, will be held **September 30 to October 2, 1993** in Ogden, Utah. For conference information, contact Prof. K.F. Klopfenstein, ISETA Secretary & Treasurer, Mathematics Department, Colorado State University, Fort Collins, CO 80523; Phone 303/491-6456, Fax 303/491-2161; e-mail: kenk@malh.cofostate.edu.

**NATIONAL MEETINGS.** 1993, **July 30 - August 7.** Joint Meeting of the Canadian Society of Microbiologists and the Society for Industrial Microbiologists. Westin Harbour Castle Hotel, Toronto, Ontario, Canada. Dr. Dennis Ward, Microbial Biotechnology Laboratory, Dept. of Biology, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. Tel: (519) 885-1211; Fax: (519) 746-0614.

**THE ANNUAL CONFERENCE** of the Association of Canadian College & University Ombudspersons will be held at The University of Manitoba, Winnipeg, Manitoba. The conference will focus on ethical issues such as ownership of intellectual property, supervision of graduate students, policies in situations of severe illness (eg. AIDS, mental illness), and civility on campus. The dates of the meeting are **June 20-23, 1993.** Further information is available from the Conference Host, Ms. Paula McDonald, University Ombudsman; The University of Manitoba, Room 119 Dysart Centre, Winnipeg, Manitoba R3T 2N2. Fax: (204) 275-8098.

**THE 13TH ANNUAL CONFERENCE** of the Society for Teaching and Learning in Higher Education (STLHE) will be held in Winnipeg at The University of Manitoba from **June 16 - 19, 1993.** The conference offers a forum for sharing ideas, experiences, and perspectives for improving the quality of teaching and learning in post-secondary education. The conference theme, Creating a Community for Learning, reflects our interest in examining the quality of participation of all students in post-secondary education. For more information contact: The Society for Teaching and Learning in Higher Education, c/o Jamie-Lynn Magnusson, The Centre for Higher Education Research and Development, The University of Manitoba, 628 - 181 Freedmen Crescent, Winnipeg, Manitoba R3T 2N2; Phone (204) 474-8309; Fax 275-0831.

**AMTEC '93, Theme. Bridging Learning Opportunities: June 13-16, 1993.** Clearly International in Windsor, Windsor, Ontario, Canada. The Association for Media and Technology in Education in Canada (AMTEC), includes among its members professionals in media education and instructional technology in primary, secondary, post-secondary education and trainers in business and industry. A Media Awards Festival will highlight winning entries in the annual media production competition. For registration information, contact: Margaret Landdom, Division of Continuing Education, University of Windsor, Windsor, Ontario N9B 3P4, Telephone (519) 253-4232 ext 3305; Fax (519) 973-7038; E-mail ESIOM@UCC.UWINDSOR.CA.

**CALL FOR PAPERS:** Journal of History and Politics/Revue d'histoire et de Politique, an annuel journal devoted to articles on special topics of current historical or political interest, is planning an issue for 1993 on the theme of "International Trade and Industrial Policy in the Modern Era." Articles on the interplay between domestic industrial and economic policies and patterns of international trade from the early modern era to the present are invited from scholars working in all disciplines and areas. Submissions should be no more than 10000 words in length, and should reach the journal by **June 15, 1993.** Contact: M.J. Childs / L-G. Harvey / A.J. Sinclair, Bishop's University, Lennoxville, Quebec, Canada J1M 1Z7 (819) 822-9600.

**1993 ANNUAL CONFERENCE OF THE ASSOCIATION FOR CANADIAN STUDIES** (ACS), **June 4, 5, 1993.** Carleton University, Ottawa, Ontario. The ACS and the Association for Canadian and Quebec Literatures will be hosting a joint conference on June 4 on "Voyages: Real and Imaginary, Personal and Collective." For information, please contact Susan Hoeltken, ACS, P.O. Box 8886, Station A, Montreal, Quebec, H3C 3P8, Fax (514) 987-8210.

**9TH NATIONAL CONFERENCE - Learning Disabilities Association of Canada - Hosted** by Learning Disabilities Association of Ontario. Invisible No Longer: Rights, Roules and Responsibilities is a multi-disciplinary conference addressing a wide range of issues of direct importance, interest and concern to our consumers and those who live and work with them. Conference data and location: Sheraton Parkway Hotel, Highway #7 & Leslie Street, Richmond Hill, Ontario, **April 28 - May 1, 1993,** Wednesday evening reception; Thursday evening gala dinner. For more information, contact: Learning Disabilities Association of Ontario, 124 Merton St., 3rd floor, Toronto, ON M4S 2Z2; Tel. (416) 487-4106, Fax: (416) 487-9485.

**ANNOUNCEMENT: CCALL2,** the Second Canadian Conference on Computer Assisted Language Learning, with over forty presentations and hardware exhibits, will take place at the University of Victoria (Language Centre), **April 30 - May 2, 1993**

**CALL FOR PAPERS: Journal of East-West Business:** New York - The Haworth Press, Inc., announces the forthcoming publications of the new quarterly Journal of East-West Business, scheduled for publication in **Spring 1993.** The journal will be published under the new International Business Press imprint. The Journal will deal with contemporary and emerging topics of business studies, strategies, policies and practices as they relate to the Russian Republic, the new Asian republics, the Eastern European republics, the Baltic republics, and business relationships between other countries of the world. For an "Instructions for Authors" brochure, contact the Editor Stanley Polowoda, Professor, Faculty of Management, University of Calgary, Calgary, Alberta Canada T2N 1N4; Tel: (403) 220-5685; Fax (403) 282-0095.

**The Institute of Intergovernmental Relations** at Queen's University has released its annual collection of articles on current issues affecting Canadian federalism, Canada: The State of the Federation, 1992, edited by Douglas and Robert Young. The price is $20.00 per copy. To order, or for more information, please contact: The Institute of Intergovernmental Relations, Queen's University, Kingston, Ontario K7L 3N6, Phone (613) 545-2080/Fax (613) 545-6868.

**THE INTERNATIONAL JOURNAL,** Humanomics, now publishing vol. 9, nos. 1-5, 1992 (Hull, Eng. Barmarick Publications), is calling for scholarly articles in the areas of ethico-economics, ethics and socio-economic development, ethics and philosophy of science, philosophy of the social sciences, and economic epistemics, History of economic thought in the area of ethico-economics and related fields. Articles are not restricted by length and technical nature. Two copies of articles may be sent to the Editor, Humanomics, Department of Social Sciences, University College of Cape Breton, Sydney, N.S. B1P 6L2. (902)539-5300.

**50th ANNIVERSARY CELEBRATIONS** - Faculty of Social Work, University of Manitoba wish to invite all alumni, former staff and friends to the Faculty of Social Work 50th Anniversary Events, **May 28 - May 29, 1993.** "Honouring our Past: Challenging our Future" - **Friday** May 28th, 4:00 - 7:00 pm: Reception; Saturday May 29, 1:00 - 4:45: Symposium & Reminiscences, 6:00 - 12:00 midnight: Dinner & Entertainment. Registration forms are available. Please contact E. Rogers, Faculty of Social Work, 519 Tier Bldg., University of Manitoba, Winnipeg, MB R3T 2N2 (tel: 204-474-9877).

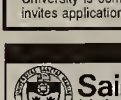
## FILM POSITION

The School for the Contemporary Arts at Simon Fraser University intends to make a one-year, limited term appointment in film production at a rank commensurate with qualifications. The appointment will be made for September 1993.

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The position involves teaching film making at introductory and advanced levels; conducting seminars in film criticism; and supervising student films. In addition candidates should be prepared to accept responsibilities within an interdisciplinary fine and performing arts department.

A letter of application, complete curriculum vitae, and the names of three referees should be sent to:



**Professor Rudolf Komorous, Director**
**School for the Contemporary Arts**
**Simon Fraser University**
**Burnaby, B.C.**
**V5A 1S6**
**Telephone: (604) 291-3603**
**Fax: (604) 291-5907**

Applications must be received by **May 1, 1993:**

The availability of this position is subject to budgetary approval. This advertisement is directed to people who are eligible for employment in Canada at the time of application. Simon Fraser University is committed to an employment equity program and invites applications from all qualified persons.

## Saint Mary's University

## NSERC Women's Faculty Awards

Saint Mary's University invites applications from post-doctoral women researchers in Natural Sciences for nomination under the above NSERC scheme. The awards are tenable for a period of five years from July 1, 1994 and are accompanied by a minimum research grant of $15,000 annually. Successful applicants will be considered for tenure track or limited term appointments which become available during or at the end of this NSERC Women's Faculty Award.

The necessary NSERC application forms and further information about the individual science departments at Saint Mary's University (Astronomy, Biology, Chemistry, Engineering, Geology, Math and Computing Science, Physics and Psychology) can be obtained from:

Dr. David Richardson, Dean of Science
Saint Mary's University
Halifax, Nova Scotia
Canada, B3H 3C3
Tel: (902) 420-5493 Fax: (902) 420-5261
EMail: DRICHARD@Science.StMarys.Ca.

Applications should be received no later than June 1, 1993.

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STATUS OF WOMEN SUPPLEMENT
SUPPLÉMENT DU STATUT DE LA FEMME
1993

# The Inclusive University

## Part 1: Educational Equity

### *Editor's Introduction to the Supplement*

**Présentation de la rédactrice en chef : Célébrer et stimuler l'évolution**

Dans cet article d'introduction, l'université intégrée est perçue comme un milieu où l'on traite de la question de l'équité à deux niveaux différents - celui de l'éducation et celui de l'emploi. À mesure que se précisent les rapports de cette association entre l'équité en matière d'éducation et d'emploi, notre perception de ce que l'équité arrive à signifier s'approfondit.

Les articles formant ce supplément sont regroupés en deux grands domaines de célébration de l'évolution et de stimulation de cette évolution. Les deux types de contribution - les articles et les statistiques - traitent des hypothèses que recèlent le sexisme, le racisme, la crainte des handicaps, l'homosexualité, le lesbianisme et les intérêts de classe. Étant donné que ces concepts ont été crées dans une culture phallocrate, ils n'interpellent pas le discours des privilégiés et des puissants. En fait, c'est un cadre de références partiel qui est érigé comme représentant la totalité de la réalité.

Les besoins des exclus du milieu universitaire doivent être examinés. Et, pourtant, même lorsque leurs voix se font entendre dans le système, leurs besoins continuent à être marginalisés. Les questions de respect, de pertinence, de responsabilité et de réciprocité touchent à ces besoins.

**Joyce Forbes**

This insert of the CAUT Status of Women Committee addresses the question of educational equity; the 1991 insert dealt with employment equity. If universities are to become truly inclusive, the issue of equity must be addressed at both levels. Educational equity is the ground upon which employment equity is to be built. The necessity of this partnership, one that actively shapes our deepening perception of equity, was explored in the 1992 CAUT Status of Women Conference held in Nova Scotia.

In this insert, articles and research findings are grouped into two broad areas. The first, especially the Sarah Shorten award address, celebrates change— cautious though those changes are. The second is a challenge for change. The statistics and recommendations presented, illustrate the distant road yet to be travelled. Perhaps it may be less trendy today to question, publicly, and as types of exclusion, the issues of sexism and racism in academia. However, the implicit assumptions that underlie "disabilityism," homosexuality, lesbianism, and "classism" still support the continued presence of barriers to accessibility.

The principle of exclusion from the opportunities that educational equity brings, is locked into the reading of reality from a limited or partial frame. Created by the power of a masculinist culture, this partial frame passes for the whole. Moreover, entrenched in this masculinist culture is power, supported by the usual or common way in which the world is seen. Crafting equity involves forging and reforging it through "the day-to-day pragmatics of public discourse."

When values are put forward as "reality," such a naming denies that there is a diversity of perspectives. It also bleeds out of our socicty a trans-cultural transfusion — a process so essential for the transformation of our educational system. As many a cultural critic has warned, educational equity must address needs, not wants. The need for respect, relevance, responsibility, and reciprocity are essential to the individual and to community.

The old imperialist attitude of homogeneity fashioned the thinking implicit in political phrases like "third world countries" and "under-developed nations." This type of absolutist levelling also fashioned the concepts of detractors to the educational equity struggle. Terms like "backlash," "politically correct," and "cultural illiteracy" do not interrogate the discourses that proponents of educational equity bring forward. And hence these terms fall short in intellectual analysis.

Hardly recognized and hence unacknowledged as partial frames of reference, these "socially constructed ideas" strut about to parade as absolute concepts in academic robes. When, in fact, as "constructs of society" — as Professor Pothier points out in her article — they were framed by a patriarchal power structure that is also white, able-bodied, heterosexual and middle-class.

***

Travail with me as we explore the educational needs implicit in questions of respect, relevance, responsibility and reciprocity.

Beneath and behind the university as an institution are deep emotions and intense passions. These curtail the ability of the academic community to see and understand its own volcanic irrationalities. Yet we continue to see them erupt into violence. We need the insight that those who have been excluded from the system and "ghettoized" into "sub-cultures" can bring.

Arising out of the limbo-like existences to which the excluded seem to have subscribed, their underworld perspectives can help us understand what the masculinist university culture has pushed underground. We need to interrogate the unknown dimensions of the lives of the marginalized; how they dis-member various aspects of the world to make sense of it; and in what ways they use their resources to re-member a viable community of belonging.

Through naturalistic reationalizations, we who profit from paternalistic powers name these people deprived. Feeling privileged in our self-righteousness, we pity them. Arrogance limits our vision and makes ledge-like our position. We oppress and deprive them of their vision and status in their "parallel world" — to borrow a phrase form Caribbean novelist and cultural critic Wilson Harris. Involved here is "difference" — in how we do things, in how we look, in what we value. We are ignorant of the hidden linkages and order of their worlds. And because these "differences" disturb the "accepted norms," we judge others as inferior and exclude them from the system through "a rhetoric of commonality." The need to plough through this rhetoric is urgent.

We must cross the frontier that separates these parallel worlds. If we fail to acknowledge the realities of others, when their doors are shut, and like "ghosts" in quantum physics, they leave us no evidence of their location. Let us interrogate those images of exclusion we have created by looking at an image in one context; by moving it into another; by bringing together what is learnt about that image in those different contexts to break the linear perception of that image. Perhaps, then, growth in understanding may take place through the changing of shapes. We would create and recreate new balances. And these could take us into the linkages or the signifying of what is of value in the parallel worlds of minorities, whose existence we continue to deny at our own peril.

Our vision of educational equity must embrace both heterogeneity and homogeneity, connecting separate but equal sides in a relationship of knowing. Feminist theologian Mary Daly joins Wilson Harris in reminding us that partial perspectives are true, but only to those who do the naming. Those who are named become "objects" of the naming, and "inadequate words" are passed out as adequate. Where, then, is the respect for the individual as subject?



*Joyce Forbes*

Social constructs are built from appearance, for example, the "absence" of 20/20 vision; or the "presence" of the black pigment, melanin, that protects the skin from the ultra violet rays of the sun. Obviously, then, appearances are a guide to truth. But whose truth? And what depth of truth? Persons with "normal vision" as those "lacking" in pigment see the world through the "absences" from those who are different. Persons who have always had "weak vision" or lived in the castle of their "black skin" see the world from their "presences." Is the reality of the one less true or valid than that of the other? Pilate's jesting "What is truth?" is no less profoundly disturbing today than it was when first asked.

***

In her book titled *Feminist Theory*, bell hooks as an African American argues "from margin to center," the sub-title of this book. It is her assertion that "a diversity of experience determines the extent to which sexism will be an oppressive force in the lives of individual women." This perception can be extended to include the other factors that support systemic discrimination in the academy. At this, ostensibly, the highest level of the educational ladder, is it too much to expect that genuine attempts would be made to understand, and therefore respect differences? Relevance in education can only come from diversity. And both undergird educational equity.

People who are different make meaning of their lives from what they are, and from what they learn they can do with the gifts they discover they have and nurture. Their body of knowledge may be different but it is legitimate. It arises out of discovering, intellectually, the difference between the self and living the roles structured by society. Their knowledge captures their attempts at naming that world. Then, too, there is the world of their imagination; it is infinite in its ability to recognize other fields of endeavour.

*Continued on page 3*

## CONTENTS/SOMMAIRE

| | |
|---|---|
| Educational equity challenges faculty | 2 |
| Recommendations on educational equity | 3 |
| Profile of the woman-friendly university in Canada | 4 |
| Women in the academy - statistics | 5 |
| Miles to go | 6 |
| Graduate students' comment | 9 |
| Bibliography | 11 |
| Bookshelf: Perspectives on Minority Women in Higher Educaton | 12 |
| Notes on contributors | 12 |

# Expanding scholarship: educational equity challenges faculty

**Helen Breslauer**

*What follows is a somewhat abridged version of the speech given by Helen Breslauer when she was honoured as the 1992 recipient of the Sarah Shorten Award from CAUT. Dr. Breslauer, who is the Senior Research Officer at the Ontario Confederation of University Faculty Associations, spoke at the Sarah Shorten luncheon during the CAUT Status of Women Workshop on "Educational and Employment Equity: Necessary Partners" in Halifax in October 1992.*

Educational equity means transforming the university. It is about taking proactive, positive steps to ensure that all groups in society have access to all levels of education and taking simultaneous, proactive, positive steps to transform our institutions to make them safe welcoming places.

> ***"People must know the past to understand the present and face the future."***
> **Nellie McClung**

In 1986, OCUFA created a policy on employment equity for women academics. A few years later, a committee was struck to extend that policy for women and men who are visible minorities, aboriginal people and people with disabilities. In the long hours of discussion needed to create that policy, it soon became apparent that educational equity had to play a role in employment equity. The first concern and consideration was around the numbers — ways to enlarge the pool of candidates from the designated groups to ensure that qualified candidates from all the groups would be available for faculty positions.

It is not enough, however, to attract students to the university, they must be made to feel welcome and encouraged to stay. For that to occur, we must strive to make their learning experiences, both inside and outside the classroom, meaningful, relevant and free of the many possible systemic biases that can exist in institutions that have historically served more homogeneous populations.

And by creating such an environment, we are not solely accommodating those in disadvantaged groups. We are enriching the universities by incorporating a far wider knowledge base than we have had in the past. In so doing we create an inclusive university — the kind of institution that can truly claim excellence.

Thus, we have to look at what we teach, how we teach it and the environment, physical, social and cultural, in which we teach.

**What and how we teach**

As we all know, you (and formerly me too, so I think I can say we) as university professors attain our positions after becoming very highly educated, very highly trained and very skilled in our areas of specialization. Sometimes, in fact, it is expected that we know more than almost anyone else about our subject matter. We also think of ourselves as very objective, very fair and as very good citizens of our institutions, the wider academic community and the wider community.

Any suggestion that we may not be aware of, versed in or entirely up to date about matters in or close to our fields is met, therefore, with disbelief often followed by defensiveness and anger. At the risk of being accused of being a Polyanna, my premise is that it doesn't have to happen that way. We can all learn from and about new things. First, however, one has to realize in what other ways one might look at ideas one has taken for granted. I will give you some examples of what I mean.

**Clicks as tools for change**

The examples concern Clicks, a term coined by *Ms* magazine in the early 70s to characterize moments when one's consciousness was suddenly raised about something that had seemed very familiar and very taken for granted before. The first example comes from the very early stages of change in the university, back when we were debating the language question. Most memorable were the discussions surrounding the use of terms such as chairmen, chairwomen, chairpersons, chairs.

This example concerns the attempt at one university to introduce gender neutral language into the description of courses in the calendar. The story (and it is perhaps apocryphal) concerns a professor of history who had been teaching a course in the History of Western Civilization for many years. He was prevailed upon to make some changes in the one paragraph description of his course in the university calendar, which had a number of references to the term man and he, to make the language more inclusive. He got very angry at the suggestion, raised his voice and said: "What do women have to do with the History of West...ern Civ..il..iza.. Oh." CLICK.

The second example is not apocryphal. I know because it was my story. My own click with respect to my teaching and my discipline came around 1977 when, after seven years of teaching urban sociology in what was undoubtedly an accepted, middle of the road, relatively non-controversial way, I heard myself say something I had said many times, but for some reason utterly unknown to me I heard it differently, perhaps with some other part of my ear.

I was talking about urbanisation and industrialisation and about how central the separation of home and workplace were to those processes. CLICK. Separation of home and workplace? But what about women? At that stage of development, they didn't leave the home that often. Work? Didn't they work? Of course they did — at home; their workplace was their home. Then how come the separation of home and workplace is a recognized, respected and accepted index of the degree of urbanisation and/or industrialization in a society? If that is so only when the home and workplace are separate for men, why don't we say that? Why do we subsume women's behaviour under men's?

That initial click led me to start asking questions about many of the basic premises within urban sociology and within sociology in general. This was a slow and painful process because it called into question so many things I had accepted as true. Not only had I accepted them, I had taught them for many years.

Had I remained in the university and continued to teach, I probably would have been part of that then small and now quite large group of women (including urban sociologists) who have been doing the research and publishing the work that has produced a whole new set of knowledge. I can remember Margrit Eichler saying in recent years that in 1972 or so she felt she "knew the women's literature." Now it is virtually impossible for anyone to say that — that literature has become so large that no one could "know" it all.

When combined with the burgeoning literature that is helping to illuminate the experiences of both women and men who are visible minorities, aboriginal peoples, people with disabilities, and the work by and about those who have been underrepresented in our institutions but who are not yet designated groups, such as gays and lesbians, and people from economically disadvantaged backgrounds, we have work that is changing the very paradigms in which we think.

There is also much work that suggests that there are subtle and not so subtle things we do in our classrooms that can be improved in order to provide a more welcoming environment for all students as well as a more enriching learning experience. But that is another talk for another time.

So the first step is recognition of the issue, of the problem. I wish all of us could have our clicks. I guess it helps if you are a member of an underrepresented group. But the History of Western Civilization example suggests that it is also possible to have a click as a member of the majority.

One of the things I would like to do is figure out how to provide clicks.

**How do we change things?**

After we have a realization of the problem we need to look for solutions. I am not advocating here that we dictate what professors teach and how they teach it. I am advocating that the faculty of Canadian universities be given incentives to learn about these new paradigms, to evaluate what and which among them may be relevant to their own work, and to be given opportunities to review their own curricula. There is nothing particularly revolutionary about such a suggestion. It is an extension of what every faculty member does as a matter of course.

I cannot count how many times we talked in faculty meetings about revising the undergraduate or graduate curriculum in the departments of which I was a part. (It seemed like once a week.) Or how many times there were lengthy discussions about the introduction of a new course or a new stream of courses or a new program. And this is how it should be. Academic decisions should be made by academics.

How many of us or our colleagues or others we know have quite naturally changed the emphasis of what they do because of internal or external events? How many drift in and out of interdisciplinary programs? How many of us have responded to the incentives of programs, such as strategic grants, to explore areas we have not worked in before? How many of us, following serendipitous findings in research, have pursued threads of new knowledge we had never even thought of before? How many have agreed to teach courses in areas quite new to us for one reason or another?



*Helen Breslauer*

None of these behaviours is seen as an incursion on our academic freedom. On the contrary, it should be seen as a celebration of the powers of the mind, of the limitless bounds of our abilities to take the critical thinking in which we are trained and apply it to the richness of the world around us.

There are those, especially outside the university, who are less concerned with the principle that academics should control academic matters, less concerned about the consequences of outside intervention into the university curriculum, less concerned about the preservation of academic freedom, peer review, institutional autonomy. I would like us to act first, to find ways of addressing these challenges without violating the basic tenets of the university that we hold dear.

There are structures, policies and practices in existence that can do this. I shall mention a few examples here.

First, the continuation and strengthening of employment equity policies and actions to increase the number of members of underrepresented groups in the universities who can themselves help to transform the university.

Second, by working through educational policies committees or curriculum committees that can assist within departments to make the curriculum more inclusive.

Third, by negotiating incentives for change into our terms and conditions of employment for faculty.

Fourth, by faculty associations educating our own members about the advantages for faculty in doing this.

Fifth, by cooperating with those in other parts of the education system to see what they are doing about curriculum transformation.

And sixth, through special initiatives, such as the New Jersey Project. In N.J., the state Department of Higher Education has funded a special program that provides education and re-education in gender issues. It is available to all faculty members who teach in New Jersey institutions of higher

*Continued on page 10*

## Précis

Lauréate du Prix Sarah Shorten, la professeure Helen Breslauer, a prononcé une allocution intitulée : «Expanding Scholarship: Education Equity Challeoges Faculty,» où elle a recensé les types de défis qu'elle considère comme implicites dans l'équité en matière d'éducation. Les enseignants doivent les confronter si les universités tiennent vraiment à se transformer. La responsabilité à assumer est celle de ce que nous enseignons et comment; les déclics qui pourraient mettre le changement en mouvement; les moyens à utiliser pour effectuer ces changements et les préoccupations profondes en ce qui a trait à la culture universitaire. Il est tout aussi critiques pour les professeures et les professeurs de s'atteler à cette tâche à titre individuel et collectif par l'intermédiaire de leurs associations provinciales et de l'association nationale des professeurs d'université.

# Recommendations on educational equity

## Précis

En septembre 1991, le groupe chargé du *Status of Women in Ontaria Universites Praject* a publié son rapport final. Dans une introduction longue de trois pages à ce deuxième volume du rapport, publié par le ministère des universités et collèges, les auteures, Janice Drakich, Dorothy E. Smith, Penni Stewart, Bonnie Fox et Alison Griffith, déclarent que leur étude «évalue les effets des programmes d'équité en matière d'emploi sur la situation changeante des femmes dans le milieu universitaire.» Les enjeux examinés sont ceux qui touchent les femmes à titre de professeures, de membres du personnel, d'étudiantes et d'administratrices.

Les auteures signalent qu'elles n'ont pu évaluer les effets à long terme des programmes en cours et signalent les omissions qu'elles ont décelées à mesure que leur étude avançait. Elles précisent que le rapport offre «une revue de la situation actuelle, des initiatives lancées et de la signification des programmes gouvernementaux.» De plus, elles font observer qu'en cherchant à «déceler la dynamique organisationnelle interne des universités», qui touche l'équité en matière d'emploi, l'étude à trouvé que le modèle bureaucratique en place au gouvernement ou dans des entreprises ne convenait pas à l'université (menée en 1989-1990, l'étude n'a été publiée qu'à la fin de 1992).

Leurs recommandations traitent du sujet de l'université intégrée. Ces recommandations soulignent et mettent à jour des recommandations antérieures, faites pour la première fois dans les années 1970, et qui ont été suivies par celles du Conseil des universités de l'Ontario (CUO) en 1988 et de l'Union des associations de professeurs des universités de l'Ontario (OCUFA) en 1991.

Les sections relatives aux recommandations, reproduites ci-après en anglais, comprennent la Partie II qui traite des questions d'équité en matière d'éducation intéressant les étudiantes. La Partie III, Personnel non enseignant, contient des recommandations relatives à la formation ou au perfectionnement en vue de relever le niveau du personnel, d'accorder des promotions et de faciliter l'admission à des postes administratifs. La Partie IV qui traite des études féminines, recommande la reconnaissance et l'inclusion de cette discipline dans la structure pédagogique de l'université.

*In September 1991, the Status of Women in Ontario Universities Project published its Final Report. In a 3-page Introduction ta this 2 volume report published by the Ministry of Universities and Colleges, authors Janice Drakich, Dorothy E. Smith, Penni Stewart, Bonnie Fox and Alisan Griffith state that their study "assesses the impact af employment equity programs on the changing status of women in universities." Issues handled are those that affect women as faculty, staff, students, and administration.*

*The authors noted that they were unable to assess the lang term effects of the programs and identified the omissians in their study. They specify that the report provides "a review of the current situation, current initiatives, and the significance of government programs." In addition they note that in attempting "to identify the internal organizational dynamics of universities" that affect employment equity, the study (done in 1989-90 but published in late 1992) found that the bureaucratic model of government or corporation was unsuitable for the university.*

*Their recommendations below deal with the question of the inclusive university. They underscore and update earlier recommendations first brought forward in the 1970s, later to be followed by those of COU (1988) and OCUFA (1991). The sections on the recommendations reproduced below include Part II which focuses on educational equity issues for students. In Part III, Non Teaching Staff, the recommendations include appropriate training and/or education to facilitate staff upgrading, promotion, and movement into administrative positions. Part IV on Women's Studies, recommends recognition and introduction of this discipline through its inclusion into the structure of the university.*

*Parts II, III and IV are printed below.*

**Part II: students**

Like women faculty, women students suffer as a result of the poor fit between the way the student career is structured and the realities of their lives. The smaller percentages of women students in the more advanced degree programs are partly a result of this poor fit — in addition to the masculinist culture on university campuses. Both must be changed before women will become a major presence on university faculties, and before university life will be as welcoming to women as it is to men.

We recommend the following:

16. The Ministry of Colleges and universities should develop guidelines by which universities can develop a student career stream for women with family responsibilities. Such a career stream should involve:

16.1 The establishment of funds and scholarship opportunities, as well as other supports such as ehild care subsidies.

16.2 The establishment of special facilities for mature and part-time students, like Atkinson College at York. Services available to full-time students should also be available to part-time students on campus (i.e., libraries, counselling services, administrative offices).

16.3 The recognition of the disadvantages imposed on women students who have or are expecting children. In partieular, residency requirements in doctoral programs and a full-time status requirement in scholarship and academic programs.

16.4 The establishment of non-punitive maternity leave provisions in scholarships and academic programs.

16.5 A reformulation of the way the province alloeates funds to the universities which would encourage part-time students rather than discourage them (i.e., the BIU formula should be redesigned).

17. Each university should examine whether it features differential treatment of women graduate students (e.g., whether internal fellowship money is disproportionately allocated), and take measures to ensure equity.

18. Each university should examine the impact of the university climate on drop-out rates for women and minorities, especially in the sciences.

19. Each university should initiate a highly visible campaign to rid classrooms of sexism and racism. Attempts should be made to establish a climate in which blatant sexism and racism are not only unacceptable, but also punished. First steps would inelude the establishment of:

19.1 Course evaluation forms about instructors' attitudes toward, and treatment of, women and minority students.

19.2 University-wide policies on poisoned environment and inclusive language.

19.3 Curriculum review processes with regard to sexist and racist bias.

19.4 Incentives to encourage the integration of cross-cultural perspectives into the curriculum.

20. Toward eroding masculinist culture, women's centres should be founded (where missing), and supported financially and in other ways.

21. The achievement of equity is dependent on educational equity. Questions of recruitment and admission are central to educational equity. We recommend:

21.1 The development and financial support of outreach programs.

21.2 The expansion and financial support of distance education.

21.3 The expansion and financial support of bridging programs in each university.

21.4 The expansion of financial aid through university scholarships and bursaries.

**Part III: non-teaching staff**

These women are often omitted from discussions of gender equity on campus, yet they represent a far larger campus constituency than faculty women.

We recommend the following:

22. *All* universities must end the paternalism and informality that characterize promotion at present (e.g., insufficient announcement of jobs, an absence of rules governing hiring). Where possible, the practice of hiring externally for middle and upper management jobs should be ended. Towards this end, degree requirements should be commensurate with actual job requirements.

23. Universities should encourage staff upgrading and provide technological training. Formal procedures should be put into place that will allow time off for taking courses.

24. Minimally, jobs should be given accurate job descriptions, for the sake of the person's future mobility.

25. Universities should make attempts to bridge secretarial and administrative positions. Temporary assignments should be given, at least for the sake of giving people experience.

26. Faculty who are moving into administrative positions should he given some training in personnel practices.



*Janice Drakich*

**Part IV: women's studies**

Women's studies has established itself as a respected discipline. Moreover, it provides an opportunity for women otherwise alienated from the university to pursue a scholarly career.

We recommend the following:

27. Universities should grant structural recognition to women's studies as an area of scholarship at both the undergraduate and graduate levels. Such recognition should first include the provision of an adequate level of administrative support and the provision of release time from teaching and other administrative duties for coordinators of these programs.

28. The university should encourage faculty to integrate gender and the perspectives of visible minorities and First Nations women into their curricula and support the inclusion of feminist perspectives in courses outside of women's studies. To this end, the Ministry of Colleges and Universities should fund an inclusive curriculum transformation project.

***"Whenever I don't know whether to fight or not - I fight."***
**Emily Murphy**

# The Inclusive University

*Continued from page 1*

After all, poets and artists of the past — a William Blake or a Barrett Browning; as of the present — Linda Griffiths and Maria Campbell in *The Book of Jessica* or Toni Morrison's *Beloved* uncover for us the nature of the creative imagination. It intuits non-existing realities. It slings hridges between the stranger within the breast and the person(s) others might see. Courage to confront this existential conflict between the two realities is the kcy.

The masculinist power structure of the university has no right to set its own limitations on others. By seeing as tangential all that is not traditional, by naming as whole that which is partial, the university has consolidated into an absolute what is partial vision and partial judgment. Rather than eliminating or negating those things that are relevant to the lives of diverse communities, the university should be the place where all can come together, to borrow another Harris phrase, "in a spiral of complex self-judgment." To affirm another's self-respeet is to ferret out the words that acclaim diversity. This is to transform and recharge education: to make it relevant.

***

The standard models of the university curriculum are profoundly exclusionary. When the origin of the traditional curriculum is traced, the reason for this version of reality is not difficult to understand. As feminist pedagogy has pointed out, today's monastic models of the university were initially forged for an elite: male students who were white, ablehodied, and heterosexual. Little wonder that it takes "a leap of faith" for our first year undergraduate student to accept as "real" the willingness of Chaucer's scholar to subjugate "life" for love — of books.

Even more striking in the sciences and the traditional male professions, the climate that would nurture the specific needs of students who are different — women students for example — is deeply un-welcoming. Programs and courses in Women's Studies are attempting to change this atmosphere and fill the exclu-

*Continued on page 8*

# Profile of the "woman-friendly" university in Canada

*The Canadian Federation of University Women (CFUW) produced its final report entitled "Women in Universities: Survey of the Status of Female Faculty and Students at Canadian Universities" in November, 1992. The project Co-Chairs are Mary Saunders Ph.D., Margaret Therrien B.N., and Linda Williams Ph.D.*

*The report brings together survey findings from 45 Canadian universities. It concludes that progress is being made and that recognition and establishment of policies on sexual harassment showed greatest advance. Lack of women professors was identified as the major problem. Slowness of the pace of change and the unevenness of focus are also areas of grave concern. Students' awareness of racial and gender bias in course material and in the language and attitude of some of their professors were also noted.*

*The checklist of the 54 features that were identified as constituting a woman-friendly university is reproduced below. Also provided are the three recommendations that emerged from the study.*

**Recommendations**

1. ***Implement now*** the recommendations of existing reports or the measures in the following profile.
2. ***Reorder spending priorities*** so that measures to improve the situation for women on campus can be managed as far as possible within existing resources.
3. ***Strike a committee*** to conduct annual monitoring of progress in implementing reforms which is accountable and whose findings are made public.

**Preamble:**

What is a woman-friendly university? It is a place where every woman feels comfortable in living, studying, working and playing; a place where she can reach her full academic and personal potential.

Why be a woman-friendly university? If the principle of simple equity is not enough, consider competitive position and self-interest. As the University of Calgary report of March 1991 *Women in the Nineties* stated: "Moving with confidence towards true equality for men and women will help us to attract and retain excellent people even during periods of fiscal restraint, because we will have an edge in creating a supportive working environment, which money does not necessarily provide."

The following profile describes features that would create and maintain an environment favourable to women's equality at Canadian universities. To synthesize this list, we have culled good ideas from the relevant literature, from documentation supplied to us in the course of this survey, and from our own brainstorming sessions. Many of the same reforms have been cited by other universities and organizations. For convenience, features have been grouped according to the order of issues addressed in Data Analysis.

***The ideal woman-friendly university would have or ensure:***

**A. Support services**

1. On-campus child care services with:
   — drop-in capability, extended and weekend hours;
   — enough spaces for faculty, staff and students;
   — subsidies for both graduate and undergraduate students in need;
   — a family housing complex for women with dependants;
   — support group for single parents.
2. Encouragement of male professors and lecturers to pursue their child-rearing responsibilities.
3. A parental leave policy for undergraduate and graduate students.
4. A Women's Centre and/or Status of Women Office on campus which provides a wide range of materials and services of interest to women:
   — speakers, newsletters, workshops;
   — library of feminist publications and books, government documents, newspaper articles;
   — training in learning skills, time management, assertiveness, leadership;
   — career counselling for those in non-traditional fields;
   — a location for support and networking meetings.
5. Secure and adequate funding for the Women's Centre.
6. A Status of Women Office which actively works to influence policy in the area of women's issues and initiates change:
   — independent of Faculty Association or Employment Equity Office;
   — has ombuds function.
7. On-campus opportunities for faculty member mentorship and peer support:
   — weekly tutorial/study/discussion groups for encouragement and assistance;
   — specific groups by discipline;
   — specific groups for female graduate students.
8. Increased accessibility to essential university services for evening students e.g. Registrar's Office, Deans' Offices, libraries, financial aid services.
9. Equality in athletics:
   — equal budgets for men's and women's sports;
   — equal access to, and time in, sports facilities;
   — women's preferences in sport taken into account.
10. Health services which include access to birth control methods and psychiatric counselling.
11. Wide publicity of available services.

**B. Course content**

12. A university-wide policy emphasizing a balance in course content with regard to male and female scholarship, perspectives and concerns.
13. All instructors to be educated about the negative effects on students of subtle and often inadvertent sexual and racial discrimination.

**C. Curriculum**

14. A university-wide review of curriculum to increase incorporation of women's scholarship, remove bias:
   — policies/procedures developed to monitor bias;
   — Deans of departments to be held responsible for review and content of curriculum.
15. Course evaluations with specific questions on gender bias in course materials, class atmosphere and language.
16. A degree requirement that all students take at least one course on Women's Perspectives. This could be related to specific disciplines.
17. Increased commitment to the Women's Studies program:
   — full-time coordinator;
   — adequate resources and personnel.
18. Initiatives, including wide publicity of available programs, to encourage women to enter and complete degrees in non-traditional fields.

**D. Gender-neutral language**

19. A university-wide policy requiring the use of gender-neutral language in all aspects of campus life and in all documents and media produced at or for the university.
20. Active encouragement of faculty, staff and students to use gender-neutral language on and off campus:
   — education on how to speak inclusively and gracefully using workshops, guest speakers, booklets;
   — administration, faculty, staff to set good examples for students, both in/out of class.
21. Procedures established to hear and deal with complaints.

**E. Harassment**

22. Creation of an academic, working and living environment based on understanding and mutual respect:
   — involve more women in decision-making;
   — publicize information on policy and procedures;
   — conduct standardized triennial survey of all groups of women on campus to assess university climate.
23. A climate of Zero Tolerance for sexual harassment.
24. A sexual Harassment Policy which features:
   — a clear definition of sexual harassment, understandable by all, describing types of harassment and penalties;
   — a requirement that the administration or its representatives deal with all complaints expeditiously and fairly;
   — written proof of steps taken;
   — involvement of concerned parties in development and review of procedures;
   — protection against reprisal;
   — more than one mechanism for complaint resolution;
   — protection of confidentiality in all matters pertaining to a complaint;
   — a perception by all that the policy is effective.
25. A Sexual Harassment Office which consists of one or more full-time positions, preferably filled by females with a background in counselling, social work or mediation.
26. Responsibilities of a Sexual Harassment Officer:
   — provide assistance to complainant and information on procedures to both parties;
   — maintain list of support personnel and advocates;
   — coordinate formal hearing process;
   — educate university community on policy;
   — train managers who might have to deal with sexual harassment situations;
   — monitor policy effectiveness and recommend changes to administration;
   — monitor harassment occurrence and report annually to administration;
   — maintain statistical and confidential records.
27. Sexual Harassment Education Programs to be delivered:
   — in mandatory classes or workshops for all faculty, administration, staff and students;
   — by theatre, video, pamphlet, poster, newspaper;
   — in all languages commonly used on campus;
   — including information from Criminal Code regarding pornography, libel and slander;
   — in conjunction with regular surveys to determine whether awareness level is adequate.
28. Sanctions for sexual harassment:
   — to be determined by an independent committee after a formal hearing according to policy;
   — written reprimand, written apology to victim, fine, job transfer, suspension, expulsion;
   — recompense to complainant in form of adjusted grade, salary, promotion where appropriate.
29. Formal guidelines for acceptable content of publications/skits/computer network material on campus.
30. Published reports of all sexual assaults on campus.

**F. Safe environment**

31. A university-wide commitment to the personal safety and security of all on campus, supported by:

*Continued on page 5*



*Margaret Therrien*



*Mary Saunders (left) and Linda Williams*

## Précis

La Fédération canadienne des femmes diplômées d'universités a publié son rapport final intitulé : **Femmes dans les universités — Sondage sur le statut de la femme dans les universités canadiennes** en novembre 1992. Les co-présidentes de ce projet sont Mary Saunders, Ph.D., Margaret Therrien, B.N. et Linda Williams, Ph.D.

Le rapport regroupe les constatations de sondages menés dans 45 universités canadiennes. Dans leur conclusion, les auteures constatent la constance des progrès et l'évolution rapide de la reconnaissance et de l'établissement de politiques sur le harcèlement sexuel. Elles relèvent que le nombre restreint de professeures constitue le problème majeur. La lenteur des changements et le manque de concentration sont aussi des questions préoccupantes. Elles ont noté également que les étudiants sont conscients des préjugés en matière de race et de sexe que l'on retrouve dans le matériel pédagogique et dans les paroles et les attitudes de certains de leurs professeurs.

Les 54 caractéristiques qui ont été recensées comme constitutives d'une université accueillante pour les femmes sont données dans la liste de contrôle qui figure ci-après. On trouvera également les trois recommandations qui ressortent de l'étude.

*"Whatever women do, they must do twice as well as men to be thought half as good. Luckily, that is not difficult."*
Charlotte Whitton

— a committee with representation from across campus which initiates, monitors, reviews and makes recommendations on all aspects of safety;

— a guideline such as the Women's Campus Safety Audit Guide (METRAC-COU).

32. A survey of the female faculty, staff and students to determine their perspective of the safety of the campus.

33. Promotion of the concept that a safe campus is a collective responsibility by:

— clear definitions and visual portrayal of what constitutes violence;

— mandatory education program for all on violence;

— student orientation package containing pamphlets on personal safety, use of university safety measures, safety policy, violation penalties.

34. Publication of steps individuals can take:

— behaving in ways so as to minimize personal risk;

— looking out for others;

— reporting all threatening situations, assaults;

— being prepared to say no and hear no;

— feeling comfortable, not foolish in seeking help.

35. Encouragement of the growth on campus of men's groups concerned with violence against women.

36. Implementation of safety measures on campus, including:

— well lit paths and parking lots, with attendants;

— trimmed shrubbery in travelled areas of campus;

— student escort services, both a shuttle van with scheduled route and safe stops, and foot or bicycle escort available on a call-in basis;

— library security patrols, TV monitors, scream-activated alarms/microphones;

— women's locker rooms with scream-activated alarm;

— emergency phones campus-wide and in elevators, easily identified by colour, with direct line to security, with call tracing capability.

**G: Recognition of work experience**

37. Clauses in hiring and employment equity policies to specifically address different career patterns and relevant unpaid work experience.

38. Criteria to assess qualifications and excellence which recognize women's different career paths:

— women often study non-traditional questions;

— scholarly works published in non-traditional journals can be of equal merit.

**H. Incentives**

39. A plan to ensure equal representation of women in all courses of study:

— assess admission policies for gender bias;

— offer greater accessibility for starting, continuing and finishing university degrees;

— follow-up programs to monitor student progress, especially females in non-traditional fields;

— monitor graduate programs for acceptance, transfer to a higher degree, and graduation rate for women.

40. A determination of whether rates of failure to complete a degree are similar for all students, so as to eliminate any barriers to women.

41. Increased flexibility of timetabling using:

— courses offered in a variety of ways: evenings, summers, part-time options, by correspondence, cooperative work-study programs;

— all required courses offered in the evenings (or other options) at least once every 3 years;

— extend time limits for completion of degrees.

42. Greater variety of scholarships for female students:

— specific undergraduate summer research grants;

— specifically aimed at first-year female students to encourage them to enter graduate studies in non-traditional fields;

— scholarships extended to high-achieving part-time students, both graduate and undergraduate.

43. Creative and flexible leave provisions:

— permit students granted leave to defer or interrupt acceptance of a scholarship;

— establish re-entry fellowships to assist women PhD students or graduates to return to their fields after an absence for child-rearing.

44. Flexible job arrangements for faculty which are viable and respected alternatives:

— job-sharing, part-time faculty positions, fractional load appointments with prorated salary and benefits;

— sharing of research grants and responsibilities.

**I. Salary equity**

45. A study to identify salary inequities.

46. A Pay Equity plan which eliminates gender bias:

— establish identical salaries for males and females at each level;

— make sure women's records are not undervalued when evaluating experience;

— appoint as Pay Equity Officer a high-ranking administrator to monitor salaries;

— establish an independent Review Board to investigate complaints.

47. Lobbying for action by funding agencies:

— urge government to create incentives for universities actively pursuing equity e.g. grants specifically for women professors;

— urge agency grant review boards to achieve "research grant equity" for women;

— urge agencies to open fellowships and grants to part-time academics.

**J. Hiring and tenure**

48. Recognition of the importance of having greater numbers of women professors to:

— serve as mentors and role models for students and junior colleagues;

— participate on academic committees;

— serve in governance and senior administration.

49. An Employment Equity committee responsible to the President and Board with the following responsibilities:

— develop equity programs with timetables, goals;

— report annually on progress in hiring women;

— distribute such reports to all faculty, staff.

50. Collection of information on the numbers of men and women hired, numbers hired into tenure track and numbers achieving tenure, with the goal of achieving proportional or equal representation within five years.

*Continued on page 12*

*"True liberation for women will not happen without the liberation of men."*
Thérèse Casgrain

# Women in the academy – statistics

**Proportion of women enrolled in doctoral programs by Field (Canada), 1991-92**

| | Number of Women Enrolled | Total PhD Enrollment | Percentage |
|---|---|---|---|
| **Education** | 1,491 | 2,541 | 58.6 |
| Elementary-Secondary | 336 | 547 | 61.4 |
| Higher Education | 49 | 96 | 51.0 |
| Nursery & Kindergarten | 5 | 9 | 55.5 |
| Non-teaching Fields | 1,039 | 1,723 | 60.3 |
| Physical Education | 37 | 103 | 35.9 |
| Kinesiology | 25 | 63 | 39.6 |
| **Fine Arts** | 125 | 286 | 43.7 |
| Fine Art | 31 | 53 | 58.4 |
| Music | 58 | 174 | 33.3 |
| Other Performing Arts | 36 | 59 | 61.0 |
| **Humanities** | 1,815 | 4,094 | 44.3 |
| Classics | 31 | 71 | 43.6 |
| English | 431 | 788 | 54.6 |
| French | 234 | 419 | 55.8 |
| History | 275 | 728 | 37.9 |
| Other Language and Lit. | 255 | 494 | 53.6 |
| Library Science | 21 | 36 | 58.3 |
| Linguistics | 161 | 276 | 58.3 |
| Other Mass Media | 57 | 120 | 47.5 |
| Philosophy | 139 | 544 | 25.5 |
| Religious Studies | 132 | 370 | 35.6 |
| Theology | 68 | 248 | 27.4 |
| **Social sciences** | 2,290 | 5,224 | 43.8 |
| Anthropology | 146 | 257 | 56.8 |
| Archaeology | 13 | 26 | 50.0 |
| Canadian Studies | 9 | 18 | 50.0 |
| Area Studies | 18 | 42 | 42.8 |
| Commerce and Business | 162 | 340 | 47.6 |
| Criminology | 22 | 44 | 50.0 |
| Spec. Admin. Studies | 1 | 2 | 50.0 |
| Demography | 10 | 25 | 40.0 |
| Economics | 112 | 524 | 21.3 |
| Geography | 101 | 407 | 24,8 |
| Law | 28 | 97 | 28.8 |
| Man Environment | 36 | 122 | 29.5 |
| Political Science | 207 | 711 | 29.1 |
| Psychology | 1,049 | 1,633 | 64.2 |
| Social Work | 46 | 97 | 47.4 |
| Sociology | 330 | 678 | 48.6 |
| **Agriculture & biology** | 749 | 2,319 | 32.2 |
| Agriculture | 164 | 615 | 26.6 |
| Biochemistry | 100 | 276 | 36.2 |
| Biology | 298 | 920 | 32.3 |
| Biophysics | 7 | 35 | 20.0 |
| Botany | 28 | 68 | 41.1 |
| Household Science | 65 | 101 | 64.3 |
| Veterinary Science | 28 | 89 | 31.4 |
| Veterinary Medicine | 4 | 7 | 57.1 |
| Zoology | 55 | 208 | 26.4 |
| **Engineering & applied sciences** | 354 | 3,430 | 10.3 |
| Architecture | 12 | 36 | 33.3 |
| Aeronautical Eng. | 1 | 39 | 2.5 |
| Chemical Eng. | 46 | 356 | 12.9 |
| Civil Eng. | 49 | 349 | 14.0 |
| Design Eng. | 9 | 77 | 11.6 |
| Electrical Eng. | 74 | 920 | 8.0 |
| Industrial Eng. | 15 | 60 | 25.0 |
| Mining Eng. | 22 | 206 | 10.6 |
| Mechanical Eng. | 51 | 600 | 8.5 |
| Metallurgical Eng. | 13 | 126 | 10.3 |
| Other Engineering | 16 | 170 | 9.4 |
| Engineering Science | 1 | 36 | 2.7 |
| General Engineering | 10 | 84 | 11.9 |
| Forestry | 35 | 171 | 20.4 |
| **Health professions** | 898 | 2,071 | 43.3 |
| Dental Specialties | 10 | 34 | 29.4 |
| Medicine | 14 | 38 | 36.8 |
| Medicine/Basic Science | 449 | 1,049 | 42.8 |
| Medical Specialties | 109 | 273 | 39.9 |
| Paraclinical Science | 102 | 280 | 36.4 |
| Surgery | 13 | 29 | 44.8 |
| Nursing | 20 | 21 | 95.2 |
| Optometry | 2 | 4 | 50.0 |
| Pharmacy | 42 | 112 | 37.5 |
| Public Health | 114 | 199 | 57.2 |
| Rehabilitation Med. | 17 | 20 | 85.0 |
| **Maths & physical sciences** | 667 | 3,741 | 17.8 |
| Computer Science | 80 | 523 | 15.2 |
| Mathematics | 103 | 647 | 15.9 |
| Chemistry | 257 | 1,121 | 22.9 |
| Geology | 82 | 481 | 17.0 |
| Metallurgy | 2 | 10 | 20.0 |
| Meteorology | 6 | 30 | 20.0 |
| Oceanography | 29 | 120 | 24.1 |
| Physics | 108 | 809 | 13.3 |
| **Total** | 8,630 | 24,101 | 35.8 |

*(Source: Statistics Canada Post-Secondary Education Unpublished Data)*

**NUMBER AND PROPORTION OF WOMEN IN TENURED POSITIONS AND IN POSITIONS LEADING TO TENURE, 1991-92**
**BY PROVINCE**
**(Ranked by Percentage of Women in these Positions)**

| Province | Number of Women in Tenured and Tenure-Stream Positions | Total Number in Tenured and Tenure-Stream Positions | Percentage of Women in Tenured and Tenure-Stream Positions |
|---|---|---|---|
| Nova Scotia | 388 | 716 | 22.6% |
| Newfoundland | 216 | 960 | 22.5% |
| Ontario | 2279 | 11682 | 19.5% |
| British Columbia | 570 | 2983 | 19.1% |
| New Brunswick | 205 | 1076 | 19.1% |
| Alberta | 568 | 3049 | 18.6% |
| Manitoba | 238 | 1419 | 16.8% |
| PEI | 23 | 150 | 15.3% |
| Saskatchewan | 198 | 1325 | 14.9% |
| Canada* (excl. Quebec) | 4683 | 24360 | 19.2% |

**Notes:**
* Statistics Canada data are not yet available for the universities in the Province of Quebec.

source: Post-secondary Education Section, Culture and Tourism Division, Statistics Canada. Unpublished data.

**NUMBER AND PROPORTION OF WOMEN ENROLLED FULL-TIME IN PHD PROGRAMMES, 1991-92**
**BY PROVINCE**
**(Ranked by Percentage of Women in these Programmes)**

| Province | Number of Women Enrolled in PhD Programmes | Total Enrolment in PhD Programmes | Percent of Women in PhD Programmes | Percent of Women in Tenured and Tenure-Stream Positions |
|---|---|---|---|---|
| Ontario | 3065 | 8492 | 36.1% | 19.5% |
| Nova Scotia | 151 | 427 | 35.4% | 22.5% |
| B.C | 927 | 2629 | 35.3% | 19.1% |
| Quebec | 1811 | 5318 | 34.1% | * |
| Manitoba | 183 | 569 | 32.2% | 16.8% |
| Alberta | 554 | 1748 | 31.7% | 18.6% |
| Saskatchewan | 99 | 348 | 28.4% | 14.9% |
| Newfoundland | 36 | 145 | 24.8% | 22.5% |
| New Brunswick | 46 | 196 | 23.5% | 19.1% |
| P.E.I. | 0 | 0 | n/a | 15.3% |
| Canada | 6872 | 19872 | 34.6% | 19.2% |

Source: Post-secondary Education Section, Culture and Tourism Division, Statistics Canada. Unpublished data.
*Statistics Canada data are not yet available for university faculty in the Province of Quebec.

# Miles to go

## *some personal reflections on the social construction of disability*

**Dianne Pothier**

The greatest handicap I face as a visually disabled person is not the physical limitations occasioned by the poor eyesight, but rather the attitude of others toward my disability. The label physically challenged obscures the reality of the social construction of disability.

The social construction of disability refers to the way an able bodied conception of disability magnifies its consequences. The social construction of disability assesses and deals with disability from an able bodied perspective. It includes erroneous assumptions about capacity to perform that come from an able bodied frame of reference. It encompasses the failure to make possible or accept different ways of doing things. It reflects a preoccupation with normalcy that excludes the disabled person.

A concept like the social construction of disability is not easily understood in the abstract. Where attitudes are deeply ingrained and operate mostly at a semi-conscious level, a very hard-nosed look at reality is necessary to understand the phenomenon. This article attempts to shed some light on the social construction of disability by recounting and sharing personal experiences.

The reliance on my own personal experiences is a way of providing concrete illustrations. This is not because my experiences are unique or especially compelling. Quite the contrary, the premise that lies behind this discussion is that these experiences are representative of a widespread phenomenon. While I feel at liberty to use my own experiences, I do not think I have the right to appropriate other people's pain.

Speaking out on issues of disability is a relatively new venture for me. For most of my life I have suffered silently. If one complains, one is likely to alienate people and it has not been my style to consciously alienate people. I also think my passive response was, in effect, a strategy designed (unconsciously) to make my disability as invisible as possible. But I no longer wish to do that.

Saying nothing in reaction to hurtful things related to my disability seemed to be the polite thing to do, and the path of least resistance. But the path of least resistance is also the path of no accomplishment. If the social construction of disability goes unchallenged and the disabled perspective never gets articulated, there is no reason to expect any changes in offensive behaviour and attitudes. Able bodied stereotypes of disability will continue to be perpetuated unless there is an effort to expose them. By using my reflections on my personal experiences as a means of conveying a message that has more general application, I hope to make at least a small impression in the mortar of the social construction of disability.

I need to explain the nature of my disability to give the context for my discussion. People often seem quite reluctant to ask about my eyesight, but in fact I do not at all mind talking about it. The only thing that offends me is the hesitation about asking, because it seems to indicate that my poor eyesight is something about which I should be ashamed. This is but a further reflection of the social construction of disability.

The specifics of my eyesight are as follows. Using a regular eye chart, my left eye tests at 20/300, and my right eye tests at 20/200, in other words, what a normal eye can see at 300 feet, my left eye can see at 20 feet, and what a normal eye can see at 200 feet, my right eye can see at 20 feet. The standard definition of blindness is 20/200 in the poorer eye, which I fit on the basis of the regular eye chart. However, using low vision charts (which have a 10 foot rather than a 20 foot base, and are more accurate in the low vision range), my better right eye tests at about 10/80, in other words, not quite blind.

The effect of my eyesight on my daily life is, for me, not that big a deal. I can't drive a car or even generally recognize people in a car. People sometimes think I am being a snob when I do not acknowledge their greeting from a passing car when I am walking. What they do not realize is that, not only can I not see their gesture or reeognize who they are, but also in most cases it is only on faith that I assume there is in fact a person driving the car. If I were judging solely by what I see, I would have to seriously consider the theory that most cars drive themselves!

I do not see well enough for glasses to be of any real use to me. My poor eyesight is not the usual difficulty with focus that can be corrected; rather, the essential problem is that a substantial number of the cones in my eyes do not work. What I really need is magnification, not a focus correction. Where appropriate, I use seven power (pocket size) binoculars, a four power monocle, or a twenty dioptre magnifying glass. With all of these devices, the field of vision is very narrow, so if I can get by I use nothing. My usual reading posture is with my nose almost touching the page; I have to physically move my head from side to side to be able to read the full line of text.

All of this is second nature to me; I have been doing it all my life. From my perspective, what ultimately matters is that I can do most of the things I want to do in spite of my poor eyesight. We all have various degrees of ability to do a wide range of things. Although I do not see as well as most people, there are lots of things that I can do just as well as, if not better than, most people. We all learn to adapt our lives to the capabilities that we have. Yet my poor eyesight tends to be accorded a special significance.

In assessing how people respond to my eyesight, it is not their intent that is necessarily the problem; they may in fact be acting with the best of (though in my assessment misguided) intentions. What ultimately matters is the effect of what is happening, and the ultimate message of marginalization that is conveyed about disability. My experiences emphasize the importance of the legal position, under both human rights legislation and s.15 of the *Canadian Charter of Rights and Freedoms,* that intent (whether malicious or not) is not a requisite element of discrimination. It is important to emphasize this point because some of the events I will be discussing involve people whom I consider to be my friends.

The following accounts of several incidents I faced as a student and a job applicant, revolve around variations on a common theme: the difficulties that able bodied persons have in coping with the different ways that a disabled person has of doing things.

***1. The syndrome of: 'your discomfort with my difference becomes my problem'***

As a law student from 1979 to 1982, my eyesight was not, as far as I was concerned, a significant factor. There were minor irritations involving problems in reading the board or in reading notices: these kinds of things were minor because I had got so used to them. (I did not at that time have the monocle that has now largely solved those sorts of difficulties.) I also had more problems than most students in coping with poor quality reproductions in some casebooks. But I never made a real issue about these sorts of things. However, there was one incident in my third year in which it became starkly clear that my poor eyesight was a significant factor to others. This incident is my most vivid memory of my three years as a law student.

The incident in question involved a mooting exercise in which I was making oral submissions. As was typical for this course, the person hearing the submissions was a prominent lawyer from outside the Law School, in this case a sitting judge (since deceased). Because I was being evaluated for my performance, by both the judge and the course professor, the nature of the reaction to my eyesight was quite explicit. As far as I can tell, that is the only part of this incident that is out of the ordinary.

During my presentation, which was made from a seated position (as was everyone else's), I was relying very heavily on notes. For me to do that (especially given the optical devices available to me at the time) meant lowering my head almost to the table to look at my notes, and then raising my head to speak. (It may be that I did not always wait until my head was back up before speaking, such that some of what I said may have been difficult to hear.) In other words, my head was bobbing up and down throughout the presentation.

At the end of our presentations the judge gave us general feedback. I remember my reaction to what he said more clearly than what he actually said; if anything, my reconstruction of the event is more charitable to him than the event itself. I should also note that there was not the slightest doubt that his remarks were directed at my eyesight. His comments were to the effect that my strengths lay in research. Although he probably meant it to be a compliment, the very clear message that came through to me was that I should not be seen in public. Although I was extremely upset by the remark, I was too polite to say anything. Furthermore, I did not have enough confidence to confront him. Neither the professor nor any of the other students said anything either. It was clear from conversations I had with some of the people after the event that their reason for silence was neither politeness nor deference, but simply that they had not noticed anything particularly wrong with what he had said. It made the point that the judge's reaction was not an aberration, but very typical. That is what gives this incident its real significance.

The same basic attitude was also present in the way the professor evaluated my performance, although he reached a different conclusion, that I should change the manner of my presentation. In some respects, the way the professor reacted was one of the best things anyone has ever told me, but in other respects, it was one of the most blatantly discriminatory things that has ever happened to me. The positive part of the professor's reaction was that he came down very hard on me for relying so heavily on notes. He knew that I knew my stuff, and did not need to be relying on notes in the way that I had been. He helped build my confidence to realize that I could give a presentation without relying much, or at all, on notes. That is in fact something I can do without too much difficulty since I have a good memory. The negative side of the professor's reaction, however, was how far he took the point. Although he gave me a (generous) mark of 9/10 for the substance of my presentation, he gave me a failing grade of 4/10 for the style of my presentation. The overall mark for the course was very high, such that the failing mark on the presentation has never come back to haunt me as part of a transcript, but it was the message conveyed to me personally by that failing grade that was of importance.



*Dionne Pothier*

Although I raised some questions with the professor at the time about the account (not) being taken of my disability, I did not unequivocally challenge the standards of evaluation being used. I was not then able to fully articulate the issue as one of a social construction of disability, and so the professor did not respond in those terms. Whereas part of me thought there was a serious problem typified by both the judge's and the professor's reaction to my presentation, another part of me wondered. If I were the only one who saw a problem, maybe there was none. And since, as far as I knew, there were no other significantly disabled students at the Law School, nor any disabled faculty members, there was no one I could look to for reinforcement. The social construction of disability is so powerful that it begins to convince the disabled themselves that one is inferior if not normal. It took a long time before I fully appreciated the nature of that phenomenon. For reasons I am about to explain, I now have no doubt that there was a problem in how my performance was evaluated. The fact that others did not recognize the problem was not an indication of no problem, but rather a reflection of just how deep seated the problem was and is.

I do not pretend that my presentation was a very good one in terms of style — I was clearly relying too heavily on

*Continued on page 7*

> *"Some aspects of the criminal law in particular cry out for change since they are based on presuppositions about the nature of women and women's sexuality that in this day and age are little short of ludicrous."*
> Bertha Wilson

notes for it to be a strong presentation. And if there were some difficulty in hearing me at times, that obviously detracted from its effectiveness. Furthermore, the way I said things may not have been the most convincing. All of those sorts of criticisms I can readily accept. But what is worth noting is what made the difference between a poor performance and a failing one. What is problematic from my perspective was the fact that my performance was judged as grossly substandard because I was being assessed on an able bodied standard. Let me elaborate.

Verbatim reading of material is generally heavily frowned upon (although it is quite standard at academic conferences). Significant reliance on notes is, however, widely accepted as long as it is not excessive. I was excessively relying on notes, and was justly criticized for that. But the criticism was magnified because of the way I am forced to rely on notes, as a consequence of the fact that I read an inch or two from the page instead of a foot or two from the page. What an able bodied person can do that I cannot do is make a subtle shift between looking down at my notes and looking up at those to whom I am speaking. When normally sighted people rely excessively on notes, (as opposed to actual reading of text) it is considered a minor difficulty. When I do it, which entails sticking my nose almost on the page, it is considered an abysmal performance. When I rely heavily on notes, it is very obvious that I am doing it, but it is not hard to tell when normally sighted people are doing it — even I can see (and hear) that in a presentation. So why is it such a problem when I do it? I think it is clear that expectations of an oral presentation are based on the way able bodied people perform and when a disabled person does not conform, that is considered distracting. (It was so distracting from the judge's perspective that he thought people should not be exposed to it at all.) I think this is symptomatic of a general discomfort of able bodied people with the different ways that disabled people have of doing things. Although some differences are readily accepted, many are not.

In recent conversations with the professor in question, he has raised the dilemma of how one deals with a student who does things in a way that others, however unfairly, will judge substandard in the real life of lawyering; his point is that this is a reality that must be confronted. There certainly is something to this point. But it is one thing to have a frank discussion about how a particular behaviour will be perceived and what one wants to do about that. It is quite another to give a failing mark that says, in effect, this is the way life is, and there's no problem with it.

I think there is a clear analogy to issues of gender. The professor would never have dared to say that he was giving me a lower mark because I am a woman, and this area of law was one in which it would be difficult for a woman to break into. The professor would have recognized such a comment as blatantly sexist, even though it was quite true that this area of law was quite male dominated and oriented. He would have recognized this was not a problem that reflected on my capacities as a lawyer, but as a systemic problem about sexism in the legal profession that had to be confronted. The fact that my disability was not analyzed within the same framework is an indication of just how far there is to go in tackling the social construction of disability.

Many may contest the analogy just drawn, largely because of a distinction between what one is (which is accepted as an invalid basis for judging performance) and what one does (which is assumed to be a valid basis for assessment). To me, this is a false dichotomy. In many ways, what you do is intimately connected to what you are. It is not enough to simply have an official policy that all are welcome. The more pervasive question is whether people are, nonetheless, expected to act like men, like whites, like heterosexuals, like middle class, and/or like able bodied people. If people are expected to act as something they are not, they are either doomed to failure or are robbed of part of their identity.

Objective standards of performance need to recognize and accept that there are different ways of doing things, none of which is inherently the best way. Translated into legalese, it is not a bona fide occupational requirement or a bona fide justification to say that this is the way it has always been done, or the way most people do it.

If perceived problems in the performance of a disabled person are really simply a reaffirmation of the way able bodied people usually do things, the standard of assessment needs to be re-evaluated. In my experience there is a long way to go in avoiding the expectation that, in many contexts, disabled people must act like able bodied people in order to be accepted.

Against this background, I have faced what are, for me, problematic choices in how to deal with the reality of how I know people will generally react to me in oral presentations. One strategy is to avoid the issue by simply never giving oral presentations; in choosing to become a teacher, I have obviously rejected that strategy. The strategy I have adopted is, generally not to rely much, or at all, on my written notes, but to rely on my memory instead. I have struggled with the question of whether this is a cop out, whether it is simply caving in to the pressures to act as if I were not disabled. I have tried to convince myself (with considerable, but not complete, success) that it is not a cop out because it is a better presentation, even for an able bodied person, to do it without looking at notes. It is generally easier to hold interest when the speaker's mind is currently engaged rather than regurgitating a prepackaged product. But although it is generally better for anyone to give a presentation without looking at notes, the point still remains that there is a greater premium on my doing this than is the case for most people. There is a double standard at work. When I now get compliments after giving a lengthy presentation without looking at a single note, I often do not react very well to the compliment. It is not that the particular person offering the compliment is offensive, it is the entire context in which the comment is made that I find troubling. The plain truth is that, to a significant extent, I speak without reliance on notes because I have to. I do it because it relieves others of the discomfort of having to confront my disability, discomfort that would likely translate into a negative assessment of me. People are slow to recognize that there are more ways than the able bodied ways of doing things; that the able bodied way is not the best way.

***2. The syndrome of assessing the ability of the disabled from an able bodied frame of reference***

The above discussion starts to make the point that the social construction of disability assumes inability to perform far beyond the real physical limitations imposed by the disability. The refusal to accept different ways of doing things as adequate is one level at which this takes place. The effect on the disabled person can be even more profound where there is a failure to acknowledge even the possibility of a different way of doing things.

I make this point based on my general observations of how able bodied people often assess the capabilities of disabled people. There is a tendency to assume there is only one way to do things, but even where the analysis progresses beyond that, the assessment is still stacked against the disabled person. It is an easy trap for able bodied persons (subconsciously) to look at the situation from the perspective of how they would cope if suddenly afflicted with that disability. More specifically, the attitude often seems to be: "how would I cope in the first five minutes if I were suddenly afflicted with that disability?" If the question is posed in that way, the answer is almost invariably: "I wouldn't cope very well at all." If this kind of approach is transposed on to the disabled person, the disabled person is doomed from the start. What this fails to recognize is that disabled people learn to cope with their disability. They develop skills of doing things in a different way. They develop skills that able bodied people are never required to develop. They rely on other senses to compensate for the weakness in one sense, etc.... In my case, my hearing is quite good, so that I depend on oral cues, and I rely substantially on voice identification. (When working for a summer in a credit office, I once cashed a cheque without asking for identification on the basis that I recognized the voice of a local radio personality, although I did not have the faintest idea what he looked like.) As noted above, my good memory also helps me compensate for my poor vision. And although most people find it hard to imagine having to read the way that I do, for me, the way that I read is quite natural and easy. Again, this all comes back to the point that there is more than the able bodied way of doing things.

There certainly are limits. There are things that are rendered either impossible or highly dangerous because of a disability. I would not want to be in or near a car that I was driving. But it is all too easy to exaggerate the limits. In the context of visual impairment, the fact that people find reliance on their sight useful does not make it essential. It is also important to realize that technological advances can make possible things tbat were previously impossible. Assumptions of inability can be based on reality, but they can also be purely a social construction.

In a minor way, the relevance of this point came home to me directly when I was applying for a teaching position (although it ultimately did not preclude my getting such a job).

The incident in question arose during the series of interviews with individual faculty members. In one of the interviews my eyesight came up in the conversation in a way that I did not find particularly tactful, but that one I simply put down to sheer tactlessness. More significant was a conversation with another faculty member who directly asked how I would compensate for my poor eyesight in my teaching style. Although I was a bit taken aback that an explanation was necessary, it was a perfectly legitimate question, and I had no trouble in answering it. I am not offended by someone who is curious about how I compensate for my poor vision where the assumption is made that accommodation is indeed possible. But it was his reason for asking the question that was problematic. He said he was asking because he wanted to be able to pass on the information in response to a conversation in the faculty lounge in which two unnamed colleagues had raised some objection to my appointment on the basis of my eyesight. At least as related to me, this conversation did not reflect a curiosity about how I would compensate, but an assumption that it could not be done. There is a world of difference between the two. The faculty member describing the conversation went on to say that he thought that my eyesight was not the real basis for the objection, but that he wanted to be able to respond to the stated basis for the objection in any event.

I did not press for any details about this conversation. Nor did I say anything to indicate how offensive I found this conversation, though I preferred to know about it rather

*Continued on page 8*

*"I have fought long and hard for what I believed to be a fair and just cause."*
Mary Two-Axe Early

## Précis

Les obstacles les plus difficiles qui confrontent toute personne souffrant d'une insuffisance organique sont de nature sociale et ne sont pas inhérentes au handicap en lui-même.

David M. Engel & Alfred S. Konefsky «Law Students with Disabilities: Removing Barriers in the Law School Community.»

Le plus grand handicap auquel je me heurte en tant que personne aux prises avec une difficulté physique n'est pas constitué par les limites physiques occasionnées par la déficience visuelle elle-même, mais plutôt par l'attitude des autres par rapport celle-ci. L'étiquette personne aux prises avec des difficultés physiques obscurcit la réalité de la déficience telle que l'interprétation sociale la conçoit.

Par interprétation sociale, on entend que l'on donne à la déficience un sens qui découle d'une conception élaborée par un esprit habitant un corps intégral, qui en amplifie les conséquences. L'interprétation de la déficience évalue et traite celle-ci du point de vue d'un corps complet. Elle est composée de suppositions erronées à propos de la capacité à exécuter, qui découlent d'un cadre de références relatif à l'intégralité. Elle englobe la difficulté à rendre possible ou à accepter des manières différentes de faire certaines choses. Elle reflète une préoccupation avec la normalité qui exclut la personne atteinte de déficience.

Un concept comme celui de l'interprétation sociale de l'invalidité ne s'explique pas facilement en termes abstraits. Lorsque les attitudes sont profondément ancrées et qu'elles agissent la plupart du temps à un niveau semi-conscient, il faut jeter un regard impitoyable sur la réalité pour comprendre le phénomène. Cet article vise à éclairer quelque peu l'interprétation sociale de la déficience en relatant et en partageant des expériences personnelles.

## Miles to go

*Continued from page 7*

than have it hidden. But as far as I am concerned, the one factor that was not relevant to my suitability for the job was my eyesight. The conversation was offensive whether or not my eyesight was the real basis for the objection. It has occurred to me that this element of the story may have been included to try to make the conversation sound less offensive. If so, that did not work. If anything, it made it more offensive. For even if the eyesight comment were masking something else, it meant that the individuals involved thought it was safe to object to me on the basis of my eyesight, but not safe to object to me on the basis of something else. That speaks volumes in terms of how vision disabilities are assessed, and shows how far there is to go. Although racism and sexism have certainly not been eradicated, by the time of my interview people had realized that you are not supposed to say that someone should not be hired because of being a woman or a Black. Yet there were, apparently, some who had not figured out that you are not supposed to say that someone should not be hired because she is disabled.

*3. The Larger Context*

The lessons to be learned from my experiences are not specific to me or to my disability. While various disabilities require specifically tailored responses, the general point is that disabled people need to be respected for the different ways they do things and are able to do things. The preoccupation with normalcy needs to be abandoned. There is a widespread assumption that the only thing necessary to alleviate the problems of the disabled is to remove physical barriers to access. That is part of the solution, but not the total remedy. The social barriers to access must also be removed; this requires a broad assumption of social responsibility and a rethinking of the able bodied view of the world.

This article's reliance on an experiential mode of analysis is a typical feminist approach. This is not merely coincidental. The focus on experience in either context is to emphasize that one's attitudes reflect one's perspective and one's place in society. The experiences of those not part of the dominant culture are, by that fact alone, different.

There are strong parallels between issues related to disability and those of racism, sexism, and homophobia. In all of these contexts the challenge is to learn to deal with, understand, and accept differences. In some contexts, difference needs to be respected in a way that ultimately ignores it; in other contexts, difference needs to be accepted in a way that ultimately respects it. What too often happens is that difference is approached in a way that rejects it, in a way that marginalizes the person who is different. To elaborate, when a disabled person does something in a different way because of her disability, it is generally not a matter of conscious choice or preference; it is a matter of necessity. That is the kind of difference that needs ultimately to be ignored, although it may take a great deal of conscious effort to ensure that the effects of the difference are eliminated. At the other end of the spectrum the manifestations of difference are cultural choices that are more or less deliberate. That is the kind of difference that needs not to be ignored, but to be accepted and respected.

Issues of disability, racism, sexism, and homophobia do not exist in isolation. We all find aspects of our self-identification in our gender, race, sexual orientation, and the range of our abilities. The interaction among these may be quite significant. I have not analyzed my experiences related to my disability as being affected by my gender, because I do not have enough of a male comparison point to know whether there is a difference. However, there is literature which suggests that the social construction of disability is gendered, that its burden falls more heavily on women who are disabled than men who are disabled.

It must be recognized that there are important distinctions between issues of disability and those of racism and sexism. As regards disability, there is not the same sort of cultural dimension that is part of respecting racial diversity. The fact that women are at least half the general population has a significant impact on the nature of the struggle compared to that of the disabled, who are almost always a small minority in any community. The numbers point is magnified by the different needs of persons with different disabilities.

My experience is that, compared to racism and sexism, there is farther to go in even acknowledging the problem of systemic discrimination based on disability. I do not think it is an accident that the English language has developed the words racism and sexism, but has no comparable word for disability. Although the word ableism is starting to make its way into the vocabulary, it is not exactly parallel. For although the words racism and sexism connote a reference to the victims of the phenomenon, the word ableism does not. To coin my own word, I think disabilityism comes closer to capturing the concept. This point has more significance than just playing with words. Language is an important vehicle of social construction, and an expression of cultural identity.

The absence of the word disabilityism reflects an able bodied view of the world. It is that able bodied view of the world that continues to isolate disabled people from the community.

*I would like to thank Patricia (Trish) Monture who, as a friend and colleague, and through her writings, helped me to find the strength to let my voice be heard. I would also like to thank the many friends, colleagues, and family members, too numerous to mention, for their helpful comments.*

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*"A woman is as capable of doing the job as a male. It's a personal attribute, not one of gender."*
Roberta Bondar

## The Inclusive University

*Continued from page 3*

sion protected by the canon. But are courses in Women's Studies yet seen as a central design in the fabric of the university curriculum? When will they be accepted as necessary for women and for men?

The Canadian university is, without doubt, attempting to make changes within a larger society that does not see those changes in tangible ways. And certainly the university itself is partially responsible for this problematic perception. Whether or not we are prepared to frame it in pragmatic terms, the university is in the "business" of education. And so it is appropriate to ask the question: What have faculties or schools of Education done to prepare themselves to help transform the university?

And so within the university itself, change is problematic. Is it merely coincidental that working together collectively, the six graduate students of history whose report appears later, identified three major problems in academia? These include "serious attitudinal and structural problems for women graduate students"; the "male model of academic life encouraging competitiveness and assuming a career uninterrupted by family commitments"; and "the problematic nature of women's relationship with academia" which is "marked by tension and alienation." In fact, one graduate woman student wrote: "The best way to survive academia remains adherence to the male model of the single unencumbered student who can devote all of his time and resources to academic life." So much for educational equity and the needs for respect, relevance and responsibility.

And yet even Chaucer's world of experience and learning extended to include the physician's multi-faceted learning and his pragmatic understanding of the world. It also included the life experiences and excellent business skills of the Wife of Bath. In our arrogance and narrowed vision, we modern academics have flattened out the ambiguities inherent in the artist's intuitive imagination. The Carnegie 1990 Boyer Report on American universities as the later 1991 Smith Report on Canadian universities have each raised troubling questions about the nature of university education.

The need to re-awaken a sense of responsibility and to develop deeper levels of commitment from all communities — including that of academia — has been bolstered by a variety of recent and related happenings in society. Stephen Lewis's June 1992 Report to Ontario Premier Bob Rae on "Anti- racism and Ethnocultural Equity in Education" is a "bench-mark" to be noted. It stresses how critically important it is that we all take responsibility for finding solutions to the issue of educational equity.

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The question of reciprocity — the fulfilling of a mutual obligation between the individual and the academic community — will only have value when the academic culture nurtures respect, relevance and responsibility for its diverse communities. We are talking, here, of transformation. Those who carry the Cinderella status in academe must be treated as "legitimate" offspring in this modern, dysfunctional family.

Involved is the recognition that pedagogical practices that nurture always arise from a recognition of, and respect for, the value of the individual. They are grounded in a scholarship that continually enriches itself by different kinds of research — classroom or laboratory — and within a diversity of contexts. OISE sociologist, Roxana Ng's "Teaching for Diversity" workshop at the 1992 Status of Women conference, explored "the embeddedness of sexism and racism in the university structure and our collective consciousness as well as ways of rupturing normal pedagogical practices that reproduce sexism and racism." This kind of pedagogical practice, which aims at equity, needs to be extended to include others who live in parallel worlds.

Pointing the finger of blame at faculty or at administration as being responsible for the problematic state of change in the system is futile and counter-productive. In the present climate of government fiscal restraints, those who are hesitant or afraid or hostile to change, use this strategy as an excuse to slow down attempts to advance educational equity. In fact, they argue that financial restraints not merely limit but remove some of the freedoms of the traditional male scholar at the university. In her review of Paul Lauter's *Canons and Contexts* (1991), Lillian S. Robinson reminds us that challenging the cultural traditionalists gets us into issues of the politics of higher education.

It is worth pointing out, therefore, that the excluded groups are fully aware of the impact of budget cutbacks on the issue of educational equity. Women and minorities — First Nations, ethnic, black people and people of colour; people with disabilities; gays and lesbians — have always had to cope with financial restraints. Perhaps those who have always been privileged could now become better learners. In changing their privileged place as teachers for that of learners, they may now better understand the predicament and status of these groups. For now, they are being asked to be "creative" in new and fundamental ways.

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Educational equity calls for a transformation of the university system. As Joanne St. Lewis, Executive Director of the Women's Legal Education and Action Fund (LEAF) noted in her address at the Nova Scotia conference, neither assimilation nor acculturation is an acceptable solution. Education in its very nature involves the leading out of oneself into different contexts and changing spaces. We educate ourselves. Teachers and professors are guides, mentors, friends — if we are lucky. We help others negotiate a path across cultures. We inspire other selves in the interrogating of discourses. We challenge others in a pursuit of the theoretical dimensions within ethics and politics. But we all live our different experiences.

Since those who are excluded from the university were not involved in the formulation of its theories, the relevance of what we learn to the life we live must be questioned. After all, this is also the nature of reciprocity. Discussions about equity in higher education involve the question of relevance. And exploring relevance is not worthwhile unless we respect the difference in others. It seems to me that this is a position that First Nations persons usually talk about. Transformation involves fundamental change. It is an alchemical refining. It brings about a conversion in which responsibility, first for the finding of oneself, and only after that for assisting others, is of critical importance. Here is another way in which reciprocity is expressed. Going beyond the attempt to reform a system whose aim is to denaturalize individuals, transformation would enrich the spirit of the entire academy.

Thanks for travailing with me on this journey. Let us hope it has increased your understanding of other selves.

# Graduate students comment...

## *Here's where we separate the men from the boys*

*Comments on women's experiences as students in graduate history programs in Canada; Preliminary report on the status of women as graduate students in history in Canada*

**Lykke de la Cour, Karen Dubinsky, Nancy Forestell, Mary Ellen Kelm, Lynne Marks, Cecilia Morgan**

*As graduate students in History, we were asked to participate in a panel session on women in the historical profession for the 1990 Learned Societies Conference in Victoria, B.C. Facing time as well as financial constraints, we concentrated our energies on a preliminary survey and generated questions that we felt needed to be addressed regarding the academic, financial, and personal experiences of women as graduate students in history. The response to the survey was impressive. Out of 210 questionnaires distributed, 140 were returned. The following is a brief summary of our report.*

**Financial difficulties**

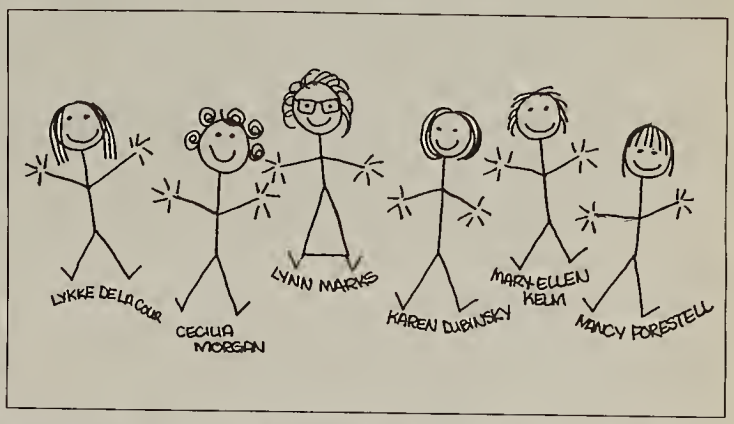
While the effects of academie underfunding and grant eutbacks have obviously affected the financial situation of both women and men students, a significant proportion of the women surveyed did feel additionally disadvantaged due to gender and identified a variety of ways in which their financial situation differed from their male colleagues. Many believed their male colleagues not only were awarded scholarships more often than women but also received larger grants at a disproportional rate. Perceptions of laek of legitimacy around female students and their studies, some respondents felt, directly affected women's ability to secure strong letters of support for scholarships as well as good rankings within departments. Some women felt that they were just not taken as seriously as their male colleagues and were often seen as merely pursuing graduate work for frivolous or selfish reasons (versus a career orientation for men), and hence not deserving of adequate funding. Other respondents noted that being partnered generally worked against women as they were usually perceived as less in need of funding on the theory that they were supported while partnered male colleagues were viewed as supporting. Finally, men's greater access to higher paying jobs both in the community and within the university was also cited as a major factor for gender differentials in student incomes.

**Interruption of studies**

Over one third of the survey's respondents indicated at least one interruption in their studies in the course of their graduate careers. The length of time spent away from academic work varied from several months to several years and close to 50 per cent of those who reported interruptions included personal crises (stress, burnout, breakdowns, unwanted pregnancies, and illnesses) and time taken for maternity and childrearing. Probably more significant than actual interruptions in studies is the question of how financial and personal difficulties lengthen graduate programs for women. Many respondents reported short but frequent periods of interruption or fluctuations between full and part-time status which had the effect of extending the time it took to obtain degree requirements.

**Children and childrearing**

Responses to our questions regarding children made it particularly clear that the male model of the single, unencumbered student who devotes all waking hours and resources to academic work remains alive and well in departments across Canada. Almost half of the women who did not have children stated that their involvement in graduate studies had affected their decisions regarding childbearing. Most eited both the lack of money and time during graduate school as reasons for postponing if not abandoning plans to have children. Numerous respondents also commented that they did not feel able to have children because if they did so they would not be viewed as eommitted academics either within their departments or hy potential employers. When we turn to those respondents who did have children we see that the concerns of women without children are not groundless. While some women with children did note that certain members of their departments were supportive, 12 women stated that they felt they were taken less seriously than graduate students without children. One woman was told that women with young children did not belong in graduate school, while others reported being told that it was not professional to try to combine children and study. Most of the women with children also faced other problems in trying to combine childrearing with academic work. Many, especially single mothers (27 per cent of the respondents with children), noted the stress and exhaustion they faeed trying to combine the two responsibilities. A number of women reported that even when universities have provisions for maternity leave for graduate students, taking such leave often resulted in a loss of funding and various university privileges.




**Sexism/sexual harassment**

It is apparent that even when women try to live up to the male model by postponing or abandoning plans to have children, this fact is not enough to ensure that they will be treated as equal colleagues within the academie community. Many women reported meeting with condeseension as women, while others reported cases of outright sexism where they were just not taken seriously as students. In addition to gender discrimination, almost 25 per eent of the respondents had experienced sexual harassment. For many women such harassment involved sexual jokes or comments intended to make them uncomfortable. Repeated comments about their appearance made women feel that their physieal attributes were taken more seriously than their intellectual ideas. Others faced repeated sexual advances which left them feeling not only degraded and angry but also extremely powerless. Graduate students are completely dependent on two or three people to write them letters for funding and eventually for jobs. This fact makes it particularly difficult for women facing sexual harassment from a faculty member. These women are aware that if they eonfront the situation openly, their careers and reputations are more at risk than those of their harassers. It is therefore not surprising that although most respondents reported that their universities had sexual harassment polieies only two women filed official complaints.

**Gossip**

The responses to questions about gossip underscore what most of us already know. The respondents reported the observed tendency of academics to talk about each other and about women. Close to 50 per cent of the respondents had heard sexual gossip about women in their departments. The nature of the gossip varied. Two common themes were stories which circulated about alleged faculty/student sexual liaisons and stories about the dress, attractiveness, or general appearance of women students. Gossip about sexual orientation was also reported. As one woman put it: "I'm a lesbian — everyone talks." Sexual gossip clearly undermines the authority of female faculty and the confidence of students. While one respondent noted, "gossip and casual malice are pandemic in academic life," there is a clear gender imbalance in both the target and the effect of sexual gossip. One respondent expressed this very well: "Men's personal lives are rarely discussed and usually assumed to be under control. Women's personal lives are a constant subject of curiosity and rumour. As a result, women's personal lives blur into their professional lives, and it is damaging to their careers."

**Competition**

Many respondents, especially those in doctoral programs, spoke candidly about the tremendous toll that competition takes on women students and the often devastating results of pressure to succeed in graduate school. Funding was frequently eited as the source of most anxieties. When asked how they managed the stress of competition, most women said that they try to keep some sense of perspective in their life by spending time with family and friends or by getting involved in activities outside of the university. Some women have devised a simple strategy for dealing with competition, they ignore it. Several reported that they make it a point never to spend time with their colleagues. The problem with this strategy of course is isolation. The stories of women who internalize the eonstant ranking, self-aggrandizing, and point-scoring which characterize so much of academic life are equally distressing. Women drink, smoke, take tranquilizers, fight with their loved ones, get headaches, lose sleep and, sometimes, have breakdowns. Others have found somewhat healthier ways of eoping. Women reported that they swim, lift weights, and generally work out like crazy to relieve stress.

**Course work**

While women's history courses are now more eommonly offered in graduate programs aeross Canada, departments offering such courses nevertheless remain in a minority and among faculty, as a whole, women's history appears to be a low priority. Less than 50 per eent of the students noted the existence of women's history courses in

*Continued on page 10*

*"It is better to wear out than to rust."*
Mary Ann Shadd Cary

## Précis

Rapport présenté par six femmes diplômées du deuxième cycle en Histoire, et intitulé avec pertinence : «C'est là que se distinguent les hommes des garçons», préparé à titre de participation au Congrès des société savantes de 1990 à Victoria (Colombie-Britannique). Il aligne les constatations préliminaires d'une enquête menée auprès de femmes inscrites au programme de deuxième cycle en Histoire et de leurs expériences tant dans le milieu universitaire que dans le cadre de leur situation financière et personnelle. En présentant ce rapport au cours de la Conférence du Comité du Statut de la femme de l'ACPU à Halifax, en octobre 1992, les auteures ont fait ressortir que «l'inégalité fondée sur le sexe» dans les programmes d'Histoire s'est aggravée au cours des deux années écoulées depuis la rédaction de leur rapport.

# Graduate students comment...

*Continued from page 9*

their departments, and less than 25 per cent of the respondents believed that women's history was taken seriously by professors. A majority of the respondents did claim that women's history was integrated into other courses but noted that integration was often perfunctory or grudgingly done only at the students' request or insistence. A week on women or students being allowed to do essay topics on women, if they chose, was viewed as minimal integration at best. Integration did seem to work better when done within the context of social or labour history courses. The age and gender of professors were also often important: young, enthusiastic professors (mostly female but a few male) were credited with the most successful attempts at integration. Students appeared more interested in women's history than their professors. Almost 40 per cent of the respondents said that women's history was taken seriously by their peers, but gender played an important factor here with most interest being expressed by women students. Male students were often described as opposed to women's history, as well as hostile, derisive, and condescending. A few were described as simply indifferent to women's history giving the impression that it was acceptable for women to do but they did not have to know about it. Few men were described as genuinely interested and supportive.

**Conclusion**

The responses to our survey were thought-provoking and confirmed that concerns about gender inequality in history programs in Canada are not misplaced. Serious attitudinal and structural problems are still faced by women graduate students. Since the completion of our preliminary report over two years ago, our concerns regarding women's experiences as graduate students have deepened as the general effects of the economic recession, the problem of underfunding in universities, the increased enrolments and speed-ups in graduate programs, and the decline in job opportunities following graduation have only added to the pressures women face as students in academia. Together with the current backlash against feminism and programs such as affirmative action, we are concerned that universities run the danger of once again becoming inhospitable sites for women and their particular research interests. The gains made by women and women's history over the past twenty years need to built upon, further enhanced, and vigilantly monitored against the possibility of erosion.

*"I started my working life as an academic: academia, I might add, is the last bastion of great sexism in this country. It is unbelievable, unbelievable."*
Kim Campbell

# Expanding scholarship: educational equity challenges faculty

*Continued from page 2*

education. We might think about lobbying governments here to fund such programs.

**The culture of the university**

At the same time as we are increasing the numbers of those from underrepresented groups at all levels of the university and examining our curricula to ensure that they reflect the concerns of all groups, we also have to address matters related to the culture of the university.

The culture of the university has parallels in the culture of workplaces in general. I recently attended a conference put on by the Women's Committee of the Ontario Federation of Labour on the balance between work and family responsibilities. Among the speakers were Judy Rebick, head of the National Action Committee on the Status of Women (who did not speak about the Constitution) and Judy D'Arcy, President of the Canadian Union of Public Employees. Both made the point that the culture of workplaces has to change in order to be more welcoming of women and other previously underrepresented groups.

Every workplace has its own peculiar culture and the solutions have to be appropriate to that culture. In the universities there are many things we can do, for example, improving the services we make available to members of the university community; carefully examining the way we do business, our employment policies and practices, to ensure that they are free of systemic discrimination against underrepresented groups; carefully examining our policies and practices to ensure that the university environment is conducive to the production of scholarly work by everyone, for example, policies on harassment of all kinds.

At the same OFL conference I referred to above, Marion Boyd, Minister Responsible for Women's Issues in Ontario, reminisced in the course of her address about the time when she was the Executive Assistant to the York University Faculty Association in the 70s. She related that in the course of negotiating a first collective agreement, there was discussion in the union about the possibility of including a sexual harassment clause. When it was finally negotiated, she reported, it had become a clause on academic freedom!

York went on to negotiate a somewhat different clause on harassment that sees harassment, sexual or otherwise, as an abuse of authority. It prohibits any such behaviour that seriously impairs York's climate of freedom and responsibility. And when CAUT developed a sexual harassment policy it became an appendix to the "Policy Statement on Professional Rights, Responsibilities and Relationships" entitled "Abuse of Professional Authority: Sexual Harassment." Doesn't this suggest a relationship between the culture of the university and the ability of its faculty members to fulfil their mandates as teachers, scholars and researchers?

**The challenge for faculty associations**

As I also said in my address to CAUT Council, we have to change those elements in the culture of the university that make all underrepresented groups both feel unwelcome and operate at a disadvantage in the university milieu.

We have to make sure that peer review, collegial decision-making and academic freedom exist not only to protect all academics from those who would impose their personal or political will on the universities, but also for all who would call the university their home.

We are living in a dangerous time when arguments about academic freedom are being used by some people in universities against those who have been underrepresented in the universities. This must not be allowed to occur. CAUT cannot allow it. Provincial associations cannot allow it. Faculty associations cannot allow it. And individual faculty members, wearing all their hats, whether as members of Senates or members of faculty associations, cannot allow it to happen and must work to stop it.

Academic freedom must be a vital part of the inclusive university.

Administrations have been forced by law or regulation to create structures in the university to address equity questions. The people they have hired work very hard on behalf of equity issues for all members of the university. But there are areas of university decision-making that should be the province of faculty, areas such as the hiring and tenure of faculty and decisions about curriculum. The warnings sounded some time ago by Jan Newson and Howard Buchbinder of York University (and undoubtedly by others too) about the incursion of administration into areas of governance that should be the province of faculty should be heeded with respect to these matters.

Faculty associations have to take responsibility for their part of the equity agenda, make it their own, cooperate with others to figure out how to transform the university into the equitable, inclusive place it deserves to be and must become. I have a hope that faculty, wearing all their hats, and led by faculty associations, will move into the vanguard for change. Both the women and the men in faculty associations can help to make workplaces more respectful of diversity and therefore more capable of inclusivity. I am looking forward to working with you towards that end. Thank you.

CAUT SWC Committee






(l to r) J. Forbes (Lakehead), J. Bankier (Dalhousie), K. Grant (Manioba), J. Drakich (Windsor), H. Breslauer (OCUFA), M. Taylor (Chair, Concordia), M. Blanchette (CAUT), R. Riseborough (CAUT); inset: P. Allderdice (Memorial); missing: D. Daniels (Lethbridge).

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# FROM THE BOOKSHELF –

## *Perspectives on Minority Women in Higher Education*

**Edited by Lynne Brodie Welch**
**Praeger Publishers, N.Y., 1992**

In her introduction Lynne Brodie Welch notes that she was struck by the common themes addressed at the first, second, and third International Conferences for Women in Higher Education sponsored hy the University of Texas at El Paso.

These conference papers dealt with a critical issue at all universities — that of identifying the ways in which situations and practices have kept minority women out of academe. And these include a hostile campus climate, double and multiple disenfranchisement — discrimination of varying kinds and degrees of suhtlety.

The few who have broken through the barriers do constant battle against an entrenched marginalization in the system. Identified and explored were varied approaches for attacking the problems. They include confronting and educating the white culture and sensitization to culturally determined behaviours. Also identified was the need for minority women to develop support systems through net-working and different kinds of mentoring in the academic community. Because of their privileged position, these women also have the additional social responsibility for assisting their sisters in the community develop clear goals for themselves as they learn to negotiate and become part of the system.

Divided into four parts, *Perspectives* explores, in part one, the nature of the college or university climate in which minority women must function. In reporting on a campus climate study in the first essay, Denise Wilbur evaluates her work as successful "first assessment tools." Stressing the necessity of establishing a hospitable and nurturing environment, Barbara Matthews notes that cross-cultural exchange through "womentoring" is now flourishing on her campus. Even where the percentage of women of colour is small, expanded support among vital groups is encouraged.

In the longest essay of this group, Patricia Bassett notes that since white women best understand the white male system, they could use such knowledge to undermine discrimination. Minority women can also learn how to negotiate the system, develop programs to counteract discrimination, and institute sanctions against violations to faimess and justice.

All the essays of part one probe the issues of climate and the needs of minority women as perceived from the administrative perspective. The three essays that make up part two explore the cultural heritage, the contributions, and the challenges that African American women make to higher education.

The rich, mythical, legendary and historical legacy out of which the American black woman has drawn her strength is explored by Eleanor and Paul Smith in their impressive essay, "The Legacy of African American Women in Higher Education." It brings to the forefront the great and successful African female role models that predate the American slave trade and against which the lives and work of risk-taking African American women fought the battle for freedom of body and mind.

Mary Ann Williams sees as the ultimate negotiation for tbe black woman the need to "develop communication among fellow educators." The burden these new Eves carry is monumental since to be a success or failure as an academic is to be engaged in quadruple jeopardy — black, female, educated, isolated.

In the shortest essay of this group, doctoral student M. Colleen Jones speaks of the emergence of black women as college presidents. She analyzes personality, development factors, and life experiences that influenced the leadership style of these women.

The experiences of Hispanic women in higher education are examined in two essays in part three of *Perspectives*. Stressing the need for cultural sensitivity to the differences in need among the diversity of women included under the rubric of the term, "Hispanic woman" was given equal weight with the concern and necessity for mutual support among them. In the longer of the two essays, Sarah Nieves-Squires probes some of the barriers that prevent Hispanic women from joining or remaining in academic life. And Anita Leal looks at differences among different groups of Spanish speaking women in higher education.

Section four expands the study beyond the North American continent by exploring the international perspective that needs to be brought to the study of the roles of minority women in higher education. Dee Aker and Roberta L. Weil view higher education from the perspective of a global village and market street. Whether exploring minority women's role as influencing the kind of development that will take place, or becoming role models for young women in developing nations, or providing insight into the inequality of opportunity for higher education between women and men in China, the problems they identify sound an echoing bell.

Arguing sanely that the complex human and ecological problems — hunger and poverty, environmental deterioration and refugee displacement — would need the skills and talents of all members of all societies around the globe, Martha Tyler John agrees with Anita Leal and Cecilia Menjivar that the academic female role model for non Euro-Western cultures involves the integration of true scholarship with "genuine womanhood."

The essential role for women in higher education — and for those men who share the heart and soul values — is to validate as important the seeing, feeling, and sharing that go on in the university. Working and living in a kind of global village, all in academe are, in fact, at different stages in the human adventure of an individual quest for a way of developing social relationship with others.

This is the message of Aker's "Ivory Towers and Village Streets" essay. Weil's essay deals with the status of women in Chinese universities. One of the less probing essay, it still contributes to the global overview of exclusion. Chinese women continue to carry most of the burden for household duties but receive neither recognition nor remuneration in keeping with their contributions to society.

*Perspectives* is a timely collection of essays that provides a broad perspective on the kinds and nature of the issues with which minority women everywhere continue to struggle in academe. Written by administrators, professors, and graduate students, these essays bring a seasoned sensitivity and awareness to the issues. Well researched, lucidly written, and sometimes passionately analyzed, many provide answers; all provoke thought.

The short introduction to the book contextualizes the essays. This general overview is supplemented by concise introductory statements that identify the specific concerns of each writer grouped in the four sections. A useful Bibliography and Notes on the editor and contributors conclude what is a critically astute book.

*(Review by Joyce Forbes, Lakehead University)*

## Profile of the "woman-friendly" university in Canada

*Continued from page 5*

51. Policies and procedures for hiring and recruiting new faculty members to ensure that women are sufficiently represented in all departments:
— actively seek out women and invite applications;
— interview at least one qualified women for each position;
— hire a qualified woman over a qualified man and a minority applicant over a white until equity is achieved.
52. Loss of opportunity to fill positions for departments or hiring units not hiring equitably within specified time.
53. Inclusion of at least one woman on every important university committee (e.g. faculty appointment, grant review, tenure and promotion committees) with the goal of achieving proportional or equal representation within five years.
54. Encouragement of women to apply for non-traditional positions:
— invite women to apply for senior administration;
— appoint women as Chancellors and Presidents;
— promote women in non-traditional departments;
— access a larger pool of women by basing hiring on ability, not rank or classification.

## NOTES ON CONTRIBUTORS

**Helen Breslauer** is a sociologist and senior research officer at the Ontario Confederation of University Faculty Associations. She is the OCUFA observer to the CAUT SWC.
**Lykke de la Cour** is a doctoral candidate in the Department of History, University of Toronto.
**Janice Drakich** is a sociologist at the University of Windsor and a member of the CAUT SWC.
**Karen Dubinsky** is a historian at Brock University.
**Joyce Forbes**, editor of the 1993 CAUT SWC Supplement, is a Commonwealth Literature Scholar and teaches English at Lakehead University.
**Nancy Forestall** is a post-doctoral fellow in the Department of History at Queen's University.
**Bonnie Fox** is a sociologist at the University of Toronto.
**Karen Grant** is a sociologist at the University of Manitoba and a member of the CAUT SWC.
**Mary-Ellen Kelm** is a doctoral candidate in the Department of History, University of Toronto.
**Lynn Marks** is a historian at the University of Victoria.
**Cecilia Morgan,** currently a lecturer at the University of Toronto and the Ontario Institute for Studies in Education, received her PhD last fall from the University of Toronto.
**Dianne Pothier** is a law professor at Dalhousie University.
**Mary E. Saunders**, molecular biologist, is raising a family and has started her own contract science writing business, SCIwrite.
**Dorothy E. Smith** is a sociologist at the Ontario Institute for Studies in Education.
**Penni Stewart** is a sociologist at York University.
**Margaret Therrien**, R.N., is raising a family..
**Linda D. Williams** is Chair of the Status of Women and Human Rights Committee, Canadian Federation of University Women.

## *THE CSAA WOMEN'S CAUCUS*

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**April 1994 supplement - The Inclusive University Part II: Academic Freedom**

## *CAASHHE*

The 1993 annual conference of the Canadian Association Against Sexual Harassment in Higher Education will be held in Ottawa on November 10-14, 1993. The conference will be organized and chaired by Mariette Blanchette, CAUT legal officer. Abstracts for presentations will be accepted until June 30, 1993. Please send your proposal to Mariette Blanchette, CAUT, 308 - 294 Albert St., Ottawa, Ont., K1P 6E6; fax 613 237-2105; e-mail CAUT@CARLETON.CA.

SOCIAL SCIENCE FEDERATION OF CANADA

# UPDATE

415 - 151 SLATER STREET, OTTAWA CANADA K1P 5H3

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## FROM PARLIAMENT HILL: THE ABOLITION OF THE SSHRC

The past several months have seen the intensification of the SSFC's lobby to oppose the abolition of the Social Sciences and Humanities Research Council (Bill C-93) -- a lobby that began well over a year ago when the abolition was announced in the 1992 budget.

Bill C-93 was finally introduced in Parliament late last year, and has since proceeded through first and second readings and committee stage. Throughout the legislative process, the SSFC has been in close contact with members of the legislative committee, the committee clerk, and key government and opposition members to remind them of our recommendations with regard to the functioning of the new agency. (You will recall that the SSFC presented these recommendations to Communications Minister Perrin Beatty and to officials of the Privy Council Office last April.)

The legislative committee's work began with hearings by Treasury Board officials who openly admitted that any savings -- if there were any savings associated with this measure -- would be meagre, and that no studies or consultation preceded the decision to abolish the SSHRC and transfer its functions to the Canada Council. Furthermore, Treasury Board officials confirmed the SSFC's worst fears in stating that they would advocate a structure which would facilitate the transfer of funds between the various sectors of the new agency.

On February 23, SSFC President Louise Quesnel and SSFC Executive Director Marcel Lauzière appeared before the legislative committee and urged that Part III of the legislation be excised. Failing that, they urged that substantial amendments be made to C-93 and reiterated the SSFC's amendments to the Bill. First and foremost, they argued in favour of a separate Parliamentary appropriation vote for the research component of the new agency. The final witnesses before the legislative committee were Privy Council Office (PCO) officials, sent to repair the gaffes of their colleagues in Treasury Board. PCO's rationale for the transfer of SSHRC's functions to Canada Council was twofold: it was "do-able" and it would result in streamlining.

At the time of going to press, Bill C-93 has reached report stage in the House of Commons, with third reading expected in April. The SSFC has continued to meet with the Conservative members of the committee who are seriously considering our amendments. We are still relatively optimistic that the Bill may undergo amendments if we do not succeed in having Part III removed. The SSFC has also been in contact with members of the Senate committee which will examine this Bill once it has passed third reading in the House of Commons, and has requested to appear before this committee. The SSFC will continue to keep the community informed of developments on this issue.

## NEWS FROM THE AID TO SCHOLARLY PUBLICATIONS PROGRAMME (ASPP)

In 1992 the ASPP had a busy year, but also passed an important milestone. Fifty years earlier the Social Science Research Council of Canada provided publication grants to the first three books of some 3,500 works which have since been subsidized by what is now known as the ASPP.

The Social Science Federation of Canada and the Canadian Federation for the Humanities jointly administer the ASPP with public funds provided through the SSHRC. The ASPP supports the publication of scholarly books in the humanities and social sciences, which are not financially self-supporting, but which represent important contributions to knowledge and scholarship. The ASPP facilitates the dissemination at home and abroad of research by Canadian scholars.

During the last twelve months the ASPP has developed a five year plan to direct its traditional activities and new initiatives. The plan calls for a streamlining of peer review, which continues to rely, of course, on the support and good will of the scholarly community as readers and as publications committee members. The ASPP is administered by and for scholars. ASPP staff is responsible for the organization of the SSFC book prizes, which were established in 1990 to promote Canadian scholarship in the social sciences and to recognize the outstanding accomplishments of authors whose books have been supported by the ASPP.

The ASPP will produce an annual catalogue of ASPP supported books for distribution to research libraries in Canada and abroad. A trial programme in the applications of computer technology in research communication is also envisaged.

The ASPP is active in corporate and private fund-raising to support new initiatives and ultimately to create an ASPP endowment fund. Corporate sponsors now support approximately half the costs of the annual book prizes which will become self-supporting by the end of the five year plan in 1997. And for the first time this year the ASPP launched the "Colleagues in Scholarly Publishing" direct-mail campaign among recipients of ASPP grants. The campaign has thus far been a marvellous success!

## AN IMPROVED LEARNED SOCIETIES CONFERENCE

As reported earlier in Update, the SSFC has undertaken a pilot project to research the feasibility of setting up a permanent secretariat for the annual Learned Societies Conference. Since September, the research and consultations necessary to ascertain the potential structure and activities of a permanent office to assist in the organization of the conference have been undertaken.

It has long been recognized that the Learned Societies Conference requires some organizational restructuring. The event has grown to such a size that host universities must invest a great deal of time and money to stage it, and in many ways find themselves "re-inventing the wheel." It is anticipated that a central presence in the organization of the conference would lend considerable assistance to a host university, would ensure efficiencies and economies-of-scale in the purchase and provision of services, and would create an "institutional" memory in the Learneds organization that would ensure improvements over time. These efficiencies would translate into a more enjoyable conference for associations that meet, and consistency from year to year for their planning.

The first significant consultations took the form of questionnaires to SSFC member associations. Separate questionnaires were distributed to association presidents and administrators/secretary-treasurers to seek views of and suggestions for change/improvement in the organization of the Learneds. The responses to the questionnaires show that associations find the Learneds to be a significant event that is important to their members. Particular attention was paid to the need of having programme information more widely available, and to the importance of the Publishers' Exhibit. Further consultations will be undertaken with parties involved in the Learneds, including past and present coordinators, publishers who display, and individual participants over the next several months. The secretariat invites input from the community, and comments about the Learneds can be directed to the SSFC office.

## WOMEN'S ISSUES NETWORK (WIN)

- We are very pleased to report that a document establishing guidelines to avoid sexist and other biases in manuscripts supported by the Aid to Scholarly Publications Programme (ASPP) was approved by the SSFC Executive Committee in February. The document was endorsed by the SSFC/CFH Joint Management Board, responsible for the ASPP. The guidelines are intended for the general use of authors and evaluators of the Programme to avoid potential distortions and misrepresentations in research and research dissemination. Dr. Carmen Lambert, Chair of the WIN, was one of the initiators of this project. Please contact the SSFC for a copy of the guidelines.

- You will remember that the Special Theme for the 1994 annual meetings of SSFC member associations - VIOLENCE - was proposed by Dr. Carmen Lambert on behalf of the WIN. At the last meeting of the SSFC Board of Directors, Dr. Lambert informed the members that the WIN will be organizing an SSFC chaired session at the Learneds in Calgary focusing on violence on university campuses. More details of this session will follow at a later date.

**SSHRC'S RESEARCH SUPPORT POLICIES** -- The report of the SSFC 1992 fall workshops is now available. These workshops, which brought together social scientists, research administrators, and SSHRC officials, examined the changes in the Council's research support policies over the past two years. Among the topics debated were research time stipends, the new emphasis on track record, and private scholars. To obtain a copy of the report, please contact the SSFC office.

**FUNDING SOURCES** -- An updated version of the popular Federal Government Funding Sources: A Practical Guide for the Social Sciences will soon be available from the SSFC. The guide, first published last year, has been deemed of great use by researchers and research administrators. The publication will sell for $10.00.

## INTERDISCIPLINARITY: LOOKING OUT FOR THE SOCIAL SCIENCES

The social sciences have an important role to play in large interdisciplinary research projects: this is the message that the SSFC has been bringing to the Federal government, the three granting councils, and the Royal Commission on New Reproductive Technologies over the past year.

Many of you may recall that the SSFC lobbied to have the social sciences included in the Eco-Research Programme, the tri-council programme funded by the government's Green Plan to provide funding for environmental research. In fact, the Minister of the Environment, Jean Charest, announced the creation of the Eco-Research Programme -- an initiative worth $50 million over 6 years -- at the SSFC's 1991 conference. Unfortunately, the government's December 1992 economic statement called for a ten percent cut to Green Plan programmes, and the SSFC has written to Minister Charest and a great number of his colleagues to spare the Eco-Research Programme.

A second tri-council research initiative, the Canadian Genome Analysis and Technology (CGAT) Programme, was recently created to map the human genetic structure. In a recent meeting with the President of the Medical Research Council, Dr. Henry Friesen, the SSFC manifested its concerns that the social, ethical and legal ramifications of this project not be neglected. The SSFC would also like to encourage the members of the social science community to take advantage of this research opportunity and participate in the CGAT Programme.

And finally, as a result of its experience with the Royal Commission on New Reproductive Technologies -- a commission which showed a blatant disrespect for scientific norms of research, including a transparent research process -- the SSFC has turned its attention to the lack of research guidelines at royal commissions. A SSFC task force is currently drafting a number of principles for the conduct of research at royal commissions. The SSFC intends to submit this report to the government in the coming year.

## VERS L'AMÉLIORATION DES CONGRÈS DES SOCIÉTÉS SAVANTES

Comme nous vous en avons déjà fait part dans le Bulletin, la FCSS a entrepris un projet pilote pour étudier la possibilité de mettre sur pied un secrétariat permanent pour les congrès des sociétés savantes. Depuis septembre, la FCSS a entrepris des recherches et des consultations pour vérifier les structures et les activités éventuelles d'un secrétariat permanent qui soutiendrait l'organisation des congrès.

On reconnaît depuis longtemps la nécessité de restructurer certains des éléments de l'organisation des congrès des sociétés savantes. L'événement a pris une telle ampleur que les universités doivent consacrer énormément de temps et d'argent pour sa réalisation. De bien des façons, elles se trouvent à réinventer la roue. On prévoit qu'une présence centralisée pour l'organisation des congrès serait un atout considérable pour les universités où se déroule chaque congrès, qu'elle serait un gage d'efficacité et d'économie d'échelle pour l'achat des services et qu'elle constituerait une mémoire institutionnalisée de l'organisation des congrès. Avec le temps, tous ces éléments amélioreraient certainement l'événement et feraient en sorte qu'il serait plus agréable pour les associations qui s'y donnent rendez-vous. D'année en année, il y aurait cohérence dans la planification.

La première consultation d'importance a été faite par le biais de questionnaires aux associations-membres. Des questionnaires distincts ont été diffusés auprès des présidents d'associations et des administrateurs afin de recueillir leurs commentaires et leurs suggestions sur l'organisation des congrès. Les réponses aux questionnaires font état de l'importance des congrès pour les membres des associations. Une attention particulière a été accordée à la nécessité d'une meilleure diffusion des divers programmes et à l'importance du salon des éditeurs. Au cours des prochains mois, d'autres consultations seront entreprises avec les coordonnateurs des congrès précédents et actuels, les maisons d'édition ainsi que des participants. La communauté est invitée à communiquer ses commentaires sur les congrès des sociétés savantes au secrétariat de la FCSS.

## LE RÉSEAU DES QUESTIONS FÉMINISTES

- Il nous fait plaisir d'annoncer à la communauté que le Bureau de direction de la FCSS vient d'approuver un document portant sur les lignes directrices à respecter afin d'éviter les biais sexistes et autres dans la préparation et l'évaluation de manuscrits soumis au Programme d'aide à l'édition savante (PAÉS). Ce document fut d'abord étudié et approuvé par le Bureau de direction conjoint (FCSS/FCÉH) responsable du PAÉS. Ces lignes directrices destinées aux auteurs et aux évaluateurs ont pour but d'éviter les déformations et les inexactitudes dans la recherche et la diffusion de la recherche. Mme Carmen Lambert, présidente du Réseau et l'une des initiatrices du projet, a suivi l'évolution de ce dossier de près. Une copie peut être obtenue auprès du Secrétariat.

- Vous vous souviendrez que le thème spécial 1994 - VIOLENCE - adopté par la FCSS pour les réunions annuelles des associations-membres a été proposé par Mme Lambert au nom du Réseau des questions féministes. Lors de la dernière réunion du Conseil d'administration, la présidente a annoncé que le Réseau organiserait une session consacrée tout spécialement à la violence sur les campus universitaires lors du Congrès des sociétés savantes à Calgary. La session se tiendrait sous la présidence de la Fédération. De plus amples informations vous parviendront bientôt.

**LES POLITIQUES D'APPUI À LA RECHERCHE DU CRSH** -- Le rapport de la FCSS sur les ateliers de l'automne 1992 est maintenant disponible. Réunis en ateliers, des chercheurs en sciences sociales, des administrateurs de recherche ainsi que des représentants du CRSH ont examiné les changements apportés aux politiques du Conseil au cours des deux dernières années. Les allocations de dégagement, le nouvel accent sur les réalisations et les chercheurs autonomes étaient au nombre des sujets discutés. Veuillez communiquer avec le Secrétariat de la FCSS pour obtenir un exemplaire de ce rapport.

**SOURCES DE FINANCEMENT** -- Sous peu, le guide intitulé Sources de financement du gouvernement fédéral : Un guide pratique pour les sciences sociales aura été mis à jour et on pourra se le procurer auprès de la FCSS. Publié pour la première fois l'année dernière, ce document a reçu la faveur populaire et il s'avère très utile pour les chercheurs et pour les administrateurs de recherche. Le prix du guide a été fixé à 10 $.

## L'INTERDISCIPLINARITÉ : LES SCIENCES SOCIALES DOIVENT EN FAIRE PARTIE

Les sciences sociales ont un rôle important à jouer dans les projets de recherche interdisciplinaire de grande envergure : au cours de la dernière année, voilà le message que la FCSS a livré au gouvernement, aux conseils de recherches ainsi qu'à la Commission royale sur les nouvelles techniques de reproduction.

Plusieurs d'entre vous se souviendront que la FCSS a fait des pressions pour que les sciences sociales fassent partie du programme Éco-recherches, ce programme des trois conseils qui est financé en vertu du Plan vert pour soutenir la recherche environnementale. De fait, le ministre de l'Environnement a annoncé la création du programme Éco-recherches (50 millions de dollars sur 6 ans) en 1991, lors du conférence de la FCSS. Malheureusement, dans son énoncé économique de décembre 1992, le gouvernement annonçait une réduction de 10 pour-cent des programmes du Plan vert. La FCSS a écrit au ministre Charest ainsi qu'à plusieurs de ses collègues pour leur demander d'épargner le programme Éco-recherches.

Récemment, les trois conseils créaient le Programme canadien de technologie et d'analyse du génome (CTAG) dans le hut de tracer la structure génétique humaine. Lors d'une rencontre récente avec le président du Conseil de recherches médicales, M. Henry Friesen, la FCSS a fait part de ses préoccupations à l'effet que les ramifications sociales, éthiques et juridiques de ce projet ne doivent pas être négligées. La FCSS encourage par ailleurs les membres de la communauté des sciences sociales à tirer profit de ce programme sur le génome humain.

Enfin, à la suite de son expérience avec la Commission royale sur les nouvelles techniques de reproduction - une commission qui a fait preuve d'un manque de respect flagrant pour les normes de recherche et plus particulièrement pour la transparence du processus de recherche - la FCSS s'est arrêtée à l'absence de lignes directrices pour la recherche effectuée dans le cadre de commissions royales. Un groupe de travail de la FCSS élahore actuellement un certain nombre de principes pour la conduite de la recherche dans ces cadres. La FCSS a l'intention de présenter ce rapport au gouvernement au cours de la prochaine année.

FÉDÉRATION CANADIENNE DES SCIENCES SOCIALES

# BULLETIN

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## DE LA COLLINE PARLEMENTAIRE: L'ABOLITION DU CRSH

Au cours des derniers mois, la FCSS a intensifié son opposition à l'abolition du Conseil de recherches en sciences humaines (projet de loi C-93). Entreprises lors de l'annonce de l'abolition dans le budget fédéral de 1992, ces pressions se poursuivent depuis plus d'un an.

Le projet de loi C-93 a été déposé au Parlement à la fin de l'année dernière et il a franchi les étapes de la première et de la deuxième lecture ainsi que de l'étude en comité. Au cours de ce processus, la FCSS a maintenu des liens étroits avec le comité législatif, le greffier du comité, les principaux députés du gouvernement et de l'opposition dans le but de leur rappeler nos recommandations concernant le fonctionnement de la nouvelle agence. (Vous vous souviendrez qu'au mois d'avril dernier, la FCSS a présenté ces recommandations au ministre des Communications ainsi qu'au Conseil privé.)

Les travaux du comité législatif se sont ouverts sur l'audience des représentants du Conseil du Trésor qui ont admis bien ouvertement que les économies - si économie il y a à retirer d'une telle mesure - seraient bien maigres, et qu'aucune étude ou consultation n'avait été faite avant de décider de l'abolition du CRSH et du transfert de ses responsabilités au Conseil des Arts. De plus, les représentants du Conseil du Trésor ont confirmé les plus grandes craintes de la FCSS en affirmant qu'ils soutiendraient une structure qui faciliterait le transfert de fonds entre les divers secteurs de la nouvelle agence.

Le 23 février, la présidente de la FCSS, Mme Louise Quesnel et le directeur général, M. Marcel Lauzière ont été entendus par le comité législatif. À cette occasion, ils ont recommandé avec insistance que la partie III du projet de loi soit supprimée. À défaut de cette suppression, ils ont préconisé que des modifications substantielles soient apportées au projet de loi. D'abord et avant tout, ils ont demandé qu'il y ait un vote distinct au Parlement pour les fonds alloués à la recherche.

Les représentants du Conseil privé ont été les derniers témoins à être entendus par le comité et ils avaient pour rôle de réparer les bévues de leurs collègues du Conseil du Trésor. Il y a eu deux volets à leurs explications sur le transfert du rôle du CRSH au Conseil des Arts : c'est "faisable" et il en résulterait une rationalisation.

Au moment d'aller sous presse, la troisième lecture n'a pas encore eu lieu. Elle est prévue pour le mois d'avril. La FCSS a poursuivi ses rencontres avec les députés conservateurs du comité qui examinent sérieusement les amendements mis de l'avant par la FCSS. Nous conservons un optimisme relatif quant aux possibilités de modifications au projet de loi si nous ne réussissons pas à faire retirer la partie III. Également, la FCSS a communiqué avec les membres du comité du Sénat qui étudiera le projet de loi lorsqu'il aura franchi l'étape de la troisième lecture aux Communes. La FCSS a demandé d'être entendue par ce comité. La FCSS continuera d'informer la communauté des chercheurs sur le déroulement de ce dossier.

## DU NOUVEAU AU PROGRAMME D'AIDE À L'ÉDITION SAVANTE (PAÉS)

En 1992, l'activité n'a pas manqué au PAÉS et le programme a franchi une étape importante. Il y a cinquante ans, le Conseil canadien de recherches en sciences sociales subventionnait la publication des trois premiers livres des quelque 3 500 ouvrages qui ont été subventionnés depuis, dans le cadre de ce que nous connaissons maintenant comme étant le PAÉS.

La FCSS et la FCÉH administrent conjointement le PAÉS grâce à des fonds publics consentis par le CRSH. Le PAÉS soutient la publication de livres savants dans les sciences humaines qui ne peuvent espérer l'autofinancement bien qu'ils représentent des contributions importantes à la connaissance. Le PAÉS facilite la diffusion de la recherche des chercheurs canadiens, tant au Canada qu'à l'étranger.

Au cours des douze derniers mois, le PAÉS a élaboré un plan quinquennal qui orientera ses activités habituelles ainsi que ses nouvelles initiatives. Le plan prévoit la rationalisation du processus d'évaluation par les pairs, processus qui, naturellement, continuera à reposer sur l'appui et la bonne volonté des chercheurs qui agissent à titre de lecteurs ainsi que comme membres des comités de publications. Le PAÉS est administré par et pour les chercheurs. Le personnel du PAÉS est responsable de l'organisation du prix du livre de la FCSS qui a été institué en 1990 pour promouvoir les sciences sociales et pour reconnaître les réalisations exceptionnelles des auteurs dont les livres ont reçu l'appui du PAÉS.

Le PAÉS publiera un catalogue annuel des livres publiés grâce au Programme. Il sera diffusé dans les bibliothèques au Canada et à l'étranger. On envisage par ailleurs de faire l'essai d'un programme pour étudier l'utilisation des technologies informatiques dans la diffusion de la recherche.

Le PAÉS recherche activement des sources de financement extérieures pour soutenir ses nouvelles initiatives et dans le but de créer, éventuellement, une fondation. Présentement, des commanditaires privés financent environ la moitié des frais reliés aux prix annuels du livre et en 1997, au terme du plan quinquennal, cette activité devrait avoir atteint l'autofinancement. Pour la première fois, cette année, le PAÉS a lancé une campagne de sollicitation. "BIENFAITEURS DE L'ÉDITION SAVANTE" s'adresse aux récipiendaires de subventions du PAÉS. La campagne connaît un vif succès!

*Le générique masculin est utilisé sans aucune discrimination et uniquement dans le but d'alléger le texte.*